DOCUMENT RESUME

ED 401 855 HE 029 708

AUTHOR	Wenniger, Mary Dee, Ed.
TITLE	Women in Higher Education, 1996.
REPORT NO	ISSN-1060-8303
PUB DATE	96
NOTE	280p.
AVAILABLE FROM	Wenniger Company, 1934 Monroe Street, Madison, WI 53711-2027 (yearly subscription, $79; $89 Canada [U.S. funds]; $99 elsewhere).
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Women in Higher Education; v5 n1-2 1996
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Affirmative Action; College Administration; College Athletics; College Faculty; Comparable Worth; *Educational Environment; *Females; Feminism; *Higher Education; Leadership; Newsletters; *Organizational Change; *Sex Discrimination; Women Administrators; Womens Athletics; Womens Education
IDENTIFIERS	Bennington College VT; Ohio State University; University of Akron OH; University of Michigan

ABSTRACT

This document consists of the issues of a 1996 newsletter on women students, teachers, and administrators in higher education. Each issue includes feature articles, news on higher education, profiles of significant people in the field, and job announcements. The issues' main articles concern: (1) a successful campaign to increase female representation throughout the University of Michigan campus; (2) how downsizing integrated work/family issues on the Ohio State University campus; (3) American Bar Association suggestions on how to end law school sexism; (4) Bennington College's efforts to link student and academic services; (5) how leaders can create ethical campus climate; (6) the stir caused by a poster of women artists 24 years after its creation; (7) how homophobia intimidates women athletes; (8) organizations' need for the human spirit; (9) campuses joining to "right the standard" that waivers; (10) maintaining diversity amid threats to affirmative action; (11) University of Akron women fighting back after gender purge; and (12) a consultant's prediction that in 10 years, half of Higher Education Chief Executive Officers will be women. Individual issues also contain additional articles, news items, research briefs. (MAH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

WOMEN
IN HIGHER EDUCATION

ED 401 855

HE029708

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Mary Dee Wenniger

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

WOMEN
IN HIGHER EDUCATION
JANUARY 1996
Volume 5, No.1

Michigan's 'Agenda for Women' Offers Support From the Top

They said it couldn't be done, but they haven't been to the University of Michigan, where a campaign to increase female representation throughout the campus is proving successful.

Begun in April 1994, the Michigan Agenda for Women outlines how the university will achieve gender equity for women by the year 2000. They're off to a great start.

In just 18 months, the increase in the number of women as tenured faculty, administrators and students in non-traditional fields is impressive. Michigan is a model for what can be done, even in a large research university, with commitment from the top.

"We have accomplished much over this first year, but there is obviously much to be done," President James Duderstadt says. "We have to remember that we still live in a culture created by white males to benefit white males."

Credit the Women

In his fall 1995 progress report, he credits "years of hard work by women leaders who have pulled, pushed and sometimes dragged the institution along the path toward equality for women."

Leaders at Michigan noticed in the early 1990s that they were below national averages for women faculty, staff and students. A presidential inquiry led to investigations of *why* women weren't proportionately represented.

And the president himself demanded solutions.

The upshot? "Our goal is that by the year 2000, the University of Michigan will become the leader among American universities in promoting and achieving the success of women of diverse backgrounds as faculty, students, and staff," says Duderstadt.

Who Got His Ear?

For President Duderstadt, the combination of pressure from university women and his own family sold him on the issue. His wife and two daughters, one an intern in pediatric medicine and another completing a PhD in engineering, forcefully shared their experiences with him.

"He freely admits that women have been pushing and pulling him on this issue for years," says Lisa Baker, associate vice president for university relations. He listened to them all.

Now, gender equity has became "something he's staked his presidency on," Baker says.

Highlights of the Michigan Agenda, with the overall goal of creating a better environment for women, include adding more women as tenured faculty, administrators and students, especially in non-traditional fields. Here's how they're doing.

More Women Faculty

Nationally, women hold 45% of part-time and 33% of full-time professorships. At Michigan, about 20% of the professors are women, and most are clustered in the lowest level as non-tenured lecturers. Only 9% percent of full professors are women.

At nearby Wayne State University, 52% of full- and part-time faculty are women, and at Michigan State University, 23% of tenured faculty are women.

Thanks to its agenda for women, the University of Michigan is making progress. At the May board of regents meeting, more than 30% of the 135 faculty recommended for tenure in 1995-1996 were women, a school record.

A Presidential Commission

Helping spur those tenure offers was a new presidential commission created to evaluate and restructure tenure policies.

The commission set aside funds to hire 10 senior faculty women over the next five years.

It also created a faculty career development fund that awards $5,000 to 40 women faculty members each year. The funds can be used to buy a computer, attend a conference or hire graduate students to assist in research and teaching.

The awards recognize that women professors are asked to do far more in university service than their male counterparts.

Women are asked to serve more often "because there are fewer of them," explains Baker. Everyone wants them on their committees, because they're bright and articulate. And women students want

What You'll Find Inside...

Michigan Agenda supports women 1
Newswatch: Gendered politics at work 2
Women MBAs earn more, for now 5
Profile: Gay Culverhouse, Notre Dame College .. 7
Playing politics on campus, and staying clean 8
New reports to show equity/bias in athletics 10
Strategies for pioneer women in a unit 11
24 campus jobs seeking women candidates 12
Editor: Error is not a four-letter wrod 20
Your invitation to *WIHE* open house 20

Apr 29 '96

them as mentors and dissertation advisors.

Faculty women of color get special help, such as creating networks to end isolation, a speakers series and financial help. Two thirds of the faculty award grants in 1994-1995 went to women of color.

Where does the money come from, in this age of cutbacks and retrenchment? Each department, academic and non-academic, is required to give back 2% of its annual budget "for academic priorities. This way nobody takes too big a cut," Baker says.

More Women Leaders

Michigan also has hired more women leaders since the agenda began. Now five of the 18 deans are women, and 27% of its executive officers are women, up from 18% two years earlier.

New hires include Roberta Palmer, secretary of the board of regents, Cynthia Wilbanks, associate VP for university relations, Nancy Cantor, vice provost for academic affairs in graduate studies, and Noreen Clark, dean of the school of public health.

The commitment to have women well represented in senior administrative positions was spurred by a drop in their numbers in the early 1990s. In response, the president met with deans to institute a "mid-search check" on the diversity of the candidate pool, before a search committee can go to a short list of finalists.

In the works are proposals to modify policies related to dependent care and work schedules. Not surprisingly, many women staff and faculty cited the need for greater flexibility in ways that won't harm their future career opportunities.

"I have sent a communication to 3,000 supervisors, encouraging them to give greater attention to staff issues and flexibility in work scheduling," President Duderstadt says.

Another incentive in the agenda is dual-spouse recruitment, helping spouses of senior women develop contacts or recommendations to other departments within the university.

"Much of what we discovered would be self-evident to you or me," says Baker. But when making a case in a male-dominated world, "communication is critical."

More Women Students

Nationally, women students make up a majority of the nation's student body, an average of 55%. Not so at Michigan, until this fall.

For the first time in Michigan's 178-year history, women entering students outnumbered men, by 25 students, 2,587 compared to 2,562.

In the College of Engineering, women made up 30% of the 1,000 student entering class, nearly twice the national average and a record for the college. The Women in Science and Engineering Residence Program in campus doubled in size, from 50 to 110.

Many women students feel they do not have access to the same opportunities and resources as their male counterparts. A task force is looking into that concern. The school has a goal to achieve gender equity for varsity athletes by 1996.

Every month, implementation teams meeting with Duderstadt have to face his query: "What have you got to report?" The pressure to improve is on chairs, deans, and senior administrators, including the director of athletics. Task teams are tackling the agenda, piece by piece.

Women and Gender Research Agenda

The university also created the Institute for Research on Women and Gender, at the recommendation of faculty members.

Its key functions: provide an institutional umbrella for ongoing faculty research on women and gender; offer coordination, stimulation and support for effective interdisciplinary research; and heighten Michigan's national profile as a major source of knowledge about women and gender.

Focusing on related multicultural and international issues, the center plans to help Michigan achieve the goals it has set for itself.

White Male Culture is Suspicious

And even with board support, there is concern about backsliding. Many white males are pretty comfortable with the way things are, Baker admits.

Among them is English Professor Leo McNamara, a member of the faculty governing board, who has declared the agenda "suspect."

A New President in 1996

Believing "it's time for a fresh perspective," Duderstadt will step down as president on June 30, 1996 after seven years, returning to a faculty role. But his legacy will continue at the university.

Several women regents have made it clear that the agenda will be carried on. In fact, a strong commitment to the agenda will be a prerequisite for his successor, Baker says.

The board has held public forums for faculty, students and staff to find out what they expect of a new president. "Everyone mentions the agenda as an issue that must be carried on," she notes.

Maybe it's time for the University of Michigan to join its midwest counterparts of Iowa, Wisconsin and Minnesota-Duluth in choosing a woman leader.

Stay tuned...

–DJ

Information from *The Detroit News* on May 25, 1995, campus interviews and *Michigan Agenda for Women: Toward a Full and Equal Partnership*. Contact Lisa Baker at (313) 763-5800 or FAX (313) 936-0775.

WOMEN

Editor and Publisher: Mary Dee Wenniger
Copy Editor: Barb Brady
Contributors: Melanie Conklin, Doris Green, Dianne Jenkins
Technical Editor: J. A. Vosen
Career Connections: Mary Zenke
Mission: *To enlighten, encourage, empower and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.*

Women in Higher Education is published monthly twelve times a year by The Wenniger Company. Editorial offices and subscriptions: 1934 Monroe Street, Madison WI 53711-2027. Phone (608) 251-3232. Fax (608) 284-0601. Annual subscription rates: $79 US, $89 Canada (US funds), $99 elsewhere. Copyright 1996 by The Wenniger Company. All rights reserved. Photocopying is illegal and unethical. Write or call for discounted multiple subscription rates. Second class postage paid at Madison WI. POSTMASTER: Send changes to ***Women in Higher Education***, 1934 Monroe Street, Madison WI 53711-2027. ISSN: 1060-8303. *WIHE* Web Site: http://www.itis.com/wihe

WOMEN
IN HIGHER EDUCATION

Index to 1995 Issues (Volume 4)

Key: The first number is volume, the second is issue (month), third is page number (V4/3/8 is March 1995, page 8)

ADMINISTRATION
Admins/faculty unite & make a difference V4/3/1
Another women pres moves on vV4/7-8/4
Dean fired at San Diego:"betrayal of trust" V4/5/4
HERS program bootcamp for women admins V4/3/14
How women trustees can support equity V4/11/7
Need a new challenge--start a college V4/6/7
President offers strategies for success V4/6/2
Process flawed for hiring Boston U Pres. V4/6/3
Survival strategies for new woman admins V4/9/8
Special caveats for new woman presidents V4/9/9
Tough times for presidents V4/9/3
Underwear exhibit spooks trustees V4/6/5
Women in campus financial administration V4/3/5
Wondering about salary equity? V4/5/2

AFFIRMATIVE ACTION
Affirmative action: no longer needed? V4/3/4
Boycott California to preserve AA V4/7-8/3
Boycotts, Berkeley & business as usual V4/10/4
Education continues to support AA V4/4/1
Sexist men resist AA V4/6/9

ATHLETES who are WOMEN
Brown U vs women athletes update V4/1/3
Brown U's "Biggest & Best" program biased V4/5/1
Gender equity in athletics reflect our standards? V4/4/15
MSU women protest AD's resignation V4/4/3
More women athletes fourth year in a row V4/4/3
Varsity women's hockey team, finally! V4/4/3
Women's athletics: not just for tomboys V4/4/20

ATHLETIC PROGRAMS
Athletes' cheating & aggression team norm V4/11/6
Athletics linked to lower reading/math skills V4/9/11
Canadian AD's independent & in control V4/5/9
Criticism ends recruiting of assaulter V4/9/3
MN equity update; equity stressful V4/2/3
MN ex-coach settles for $300,000 V4/6/3
NCAA bias to continue V4/12/11
NCAA offers seminars on gender equity V4/2/3
NCAA proposals would cut women leadersV4/12/3
New woman coach gets base salary equity V4/10/3
No more women for U of KY basketball team V4/9/3
Pay equity for Minnesota Coaches, not easy V4/1/1
San Fran drops football for gender equity V4/5/3
Seton Hall rejects sex abuser basketball star V4/3/4
SUNY retaliates bias case fires coach V4/2/3
SUNY to drop four teams for equity V4/4/4

CAMPUS CLIMATE
ACE-AAC campus climate research V4/4/2
Anniversary quilt-team work at Houston-Clear Lake V4/3/3
BYU protest to have women speakers on campus V4/3/3
Campus violence affects women's involvement V4/4/19
Climate affect grades? V4/1/15
Converse College alternative to Citadel for women V4/6/3
'Good Old Boys' drive Faulkner from Citadel, but....V4/9/1
Hostile climate threatens campus study V4/2/1
Individualism vs community in Higher Ed V4/5/10
Men learn about harassment, more women students V4/3/4
Miami Ohio calendars honor women, not anatomy V4/3/3
More bathrooms!! issue at CUNY V4/5/3
More women than men at Stanford V4/5/3
Prof's speech on cannibalism & sex censored V4/12/3
SC women benefit from Citadel crusade V4/10/2
Trinity College alumnae resist changes for future V4/10/3
Understanding gender issues in campus workplace V4/4/17
U of Penn women safety seminars decrease risk V4/12/7

CAREER ADVANCEMENT
Career tips from a middle manager V4/12/8
Colleges supportive in recruiting dual career couples V4/12/1
Matchmaking firms search for a good fit V4/1/4
Negotiating for success in academia V4/7-8/5
Separation agreements like prenuptials--have one! V4/7-8/4
Training my boss; a work in progress V4/7-8/10
Trust: key element in advancement V4/5/16
"Uncanny ability to slip & slide between jobs" V4/12/8

CLASSROOM STRATEGIES
Balancing nice & authoritative in the classroom V4/11/5
Does climate affect grades? V4/1/15
Gender affects educational learning styles V4/10/7
Walking the walk in feminist studies V4/6/6

COMMUNICATION
Framing Hillary: Gender imagery in cartoons V4/9/12
Humor cracks glass ceiling at meetings V4/1/5
Is there a sexless pronoun? V4/2/11
Mixed metaphors; words of leadership V4/11/2
Women better at non-verbal communication V4/5/9

COMPUTERS
Who's surfing @ the *WIHE* Web house V4/12/19
Women On-line internet list V4/4/4
Women on the internet; gendered communication V4/12/10

DISCIPLINES
Changing the culture-women in science & engineering V4/6/8
Friendly law school? Look at the newer ones V4/12/3
It's OK to discuss sex in psychology V4/7-8/4
More Canadian women in engineering V4/12/3
Only 4% more grads study science & engineering V4/11/3
Student evals harm women's studies profs V4/7-8/12
Women majority students at top medical schools V4/7-8/3

ETHICS
Applying ethics to everyday decision making V4/4/6
Business students cheat most-future CEO's? V4/6/9
Women more ethical? It depends V4/7-8/8

FACULTY (Includes TENURE)
Administrators/faculty unite & make a difference V4/3/1
Advice to junior faculty--choose wisely! V4/5/8
Angela Davis: Activist to professor V4/4/4
Anita Hills returns to U of OK to teach V4/9/4
Attend conferences and share info V4/3/2
Australia seeks to change 'boys club' tenure V4/11/3
Breaking anonymity: the chilly climate for faculty V4/10/11
Colleges supportive in recruiting dual career couples V4/12/1
Faculty perpetuate old stereotypes of women V4/9/11
Ivies lag in tenuring women V4/1/3
Prof reinstated after "belly dancer" case dismissed V4/1/3
Tenured--success at what price? V4/2/10
Vassar mother wins tenure appeal, for now V4/10/4
When equitists lead a department V4/3/11
Women profs still have jobs, men go due to budget V4/1/2

GENDER EQUITY
Auburn's leaders society is white male, coincidence? V4/11/3
British college principals quit all-male club V4/5/3
Gender equity in athletics reflect women's standards? V4/4/15
Mary Baldwin program begun--VMI remains male only V4/3/3
Men admitted to all programs at Texas Woman's U V4/2/3
More women than ever pres, faculty, students V4/10/5
NCAA offers seminars on gender equity V4/2/3
Today's culture disparages women's differences V4/1/12
Understanding gender issues in campus workplace V4/4/17
Virginia pay equity plan challenged by men V4/4/4
Wondering about salary equity?V4/5/2

GRANTS, AWARDS AND FUNDS
MacArthur foundation backs women V4/9/3
Opportunities for women V4/10/10
Post doc fellowships, women & gender U of I-Chicago V4/5/4

JUST FOR FUN
New element discovered "adminstratium" V4/3/16
Picture this: deans with antlers V4/12/9
Ten reasons God never received tenure V4/1/13

LEADERSHIP
Attending to the human side of organizational change V4/7-8/1
HERS program boot camp for women administrators V4/3/14
Leaders must take risks to assure school's survival V4/6/1
Leadership development program perpetuate elitism? V4/5/5
Leadership survival skills essential during chaos V4/2/9
Lessons on leadership for women V4/1/14
Successful leaders combine women's & men's ways V4/4/18
When men administer traditionally women's units V4/9/7
Women's ways of leading gain corporate respect V4/7-8/7
Women's ways of leading..new style for new era V4/11/1

LEGAL BATTLES
Alabama's 2-yr colleges settle sex bias suit V4/11/3
Court to Citadel: Admit Faulkner to the corps V4/5/4
Harassment costs U of Hawaii $175,000 V4/11/4
LSU athletes sue for gender equity V4/12/3
Reno of TN needs non-alum attorney fighting bias V4/2/3
Supreme Court yea to decide VMI, nay to Citadel V4/11/4
UC center archives gender bias lawsuits V4/4/3
U of Iowa hygienist faculty awarded $214,000 V4/6/3

PERSONAL GROWTH
Effort to change our lives takes risk & courage V4/9/10
Mid-life crises; women seek more power V4/9/11
Reflections from the Vermilion River V4/9/24

PHILANTROPHY
Creative financing saves women's college V4/9/3
Developing a gender sensitive fundraising program V4/10/9
Ten commandments of fundraising among women V4/11/11
3,000 bricks honor women at Iowa State V4/12/2
Women philanthropists support campus change V4/10/8
Women raising consciousness and funds V4/11/11

POLITICS
From athletics to aid; new congress new rules V4/4/4
Stand up to budget cuts that target women V4/12/5

PROFILES
Domingue, Bev, Wesleyan U, CTV4/12/6
Jervis, Jane, Evergreen State Univ, Olympia WA V4/4/5
Lesh-Laurie, Georgia E., U of CO-Denver V4/9/5
Smith, Eleanor, U of WI-Parkside, Kenosha V4/2/4
Vickrey, Judy, Central MO State Univ, V4/6/4

RESEARCH ON GENDER
Bem defends women's difference research V4/1/12
Blame the perpetrator; words affect beliefs on assault V4/7-8/9
Date rape by "attached partner" more OK? V4/3/15
Gender affects educational learning styles V4/10/7
Homophobia due to sex or gender? V4/1/15
Incorporating minority women on campus? V4/3/15
Meta-analysis shows gender difference V4/2/11
Study rates women better managers V4/12/11
Takes strong ego to fight gender stereotypes V4/11/6
Textbooks starting to "get it" V4/5/9
Time as resource for women V4/3/15
Watch for bias when using vignettes V4/4/19
When is preferential treatment fair? V4/11/6
When women advise women V4/10/12
Why women and men seek a degree V4/10/12
Women or feminists? V4/4/19
Women science majors-who persists? V4/10/12

SEXUAL HARASSMENT
Campus bigwigs no longer immune from charges V4/12/4
Colleges seek to escape blame for harassment V4/7-8/3
CUPA "Preventing Sexual Harassment on Campus" V4/5/4
Harasser punishment includes education & service V4/4/3
Harasser sues Cornell U for $1.5 million V4/10/4
Harassment closes Poli Sci dept V4/10/3
Hill writing two books on harassment, not quitting V4/4/3
Men learn about harassment, more women students V4/3/4
Military Academies harass V4/5/3
Pres resigns due to harassment complaints V4/7-8/4
Schools responsible if profs harass V4/9/4
Syracurse/Boston profs punished for harassment V4/5/3
Syracuse harasser gets 'paid vacation' V4/9/4
Tough call: YOUR response to sexual harassment V4/11/9
U of B sex bias conflict heats up V4/11/4
U of BC reopens poli sci to gradsV4/12/4

STUDENTS
Gender affects students' attitudes V4/1/15
Getting a terminal degree need not be terminal, Pt I V4/5/6
Terminal degree Pt II-tips for success V4/6/10
Walking the walk in feminist studies V4/6/6
When women advise women V4/10/12
Women students in male field-more stress V4/11/6
Wooster students protest losing prez V4/10/3

SUPPORTING WOMEN
Beijing Int'l conference goals ambitious V4/10/3
Memorials established for two MA Presidents V4/7-8/4
Miami Ohio calendars honor women not anatomy V4/3/3
Phoenix college renames buildings for women V4/11/3
Rollins male teams stand up for women V4/12/4
When women plan conferences, more women present V4/1/15
Women & Minority Ldrship Inst wins *WIHE* award V4/4/16

TESTING
Cultural stereotypes lower test scores V4/9/6
High scores in testing can be a trap V4/3/12
Historical knowledge exam biased against women V4/7-8/9
Self examination on use of ACT/SAT scores V4/3/13
Standardized tests: Whose standard is it? V4/3/12
PSAT Bias costs women $3 million in scholarships V4/5/4

TITLE IX
Brown U files 'deficient' Title IX plan V4/9/4
Cooperation model settles U of Penn Title IX V4/10/1
Football coaches vs Title IX, Again V4/2/12
Judge rejects Brown U's JV plan V4/10/4
Subcommittee hears of Title IX on sports V4/6/3
Title IX checklist-score your campus program V4/7-8/6
U of Bridgeport settles Title IX lawsuit V4/9/4

WOMEN LEADERS
Albino to leave U of ColoradoV4/9/4
Coleman to head U of Iowa V4/11/3
Hint of lesbianism spooks trustees at WoosterV4/9/3
Masterson new director of NILD V4/1/3
Smith's 1st African-American women pres V4/1/3
Women in pipeline to UBC admin spots V4/1/3

Index by Mary Zenke, recovering librarian

★★★★★★★★★★ ORDER FORM FOR PAST ISSUES ★★★★★★★★★★

☐ **YES**, I want to catch up on what I missed. Please send those issues indicated below. *(Note: Supply of some issues is limited. Photocopies may be sent if necessary.)*

– 1992 Charter Collection, includes 12 monthly issues, index and three-ring binder: $85
– 1993 Charter Collection, includes 12 monthly issues, index and three-ring binder: $85
– 1994 Charter Collection, includes 12 monthly issues, index and three-ring binder: $85
– 1995 Charter Collection, includes 11 monthly issues, index and three-ring binder: $85
– Individual 1995 issues: $9 each, or $7 each if ordering three or more.

__January 1995
__February 1995
__March 1995
__April 1995
__May 1995
__June 1995
__July 1995
__August 1995
__September 1995
__October 1995
__November 1995
__December 1995

☐ Payment enclosed: $ _____
☐ Bill my credit card: __VISA ___ MC Card # ______-_______-_______-________ Expires ___/___
☐ Institutional purchase order enclosed. Number ________________

Name ______________________________ Title ______________________________
Institution ______________________________ Address ______________________________
City ______________________ State/Prov ______________ ZIP/PC ______________________

Send to: ***Women in Higher Education***, 1934 Monroe St., Madison WI 53711 (608) 251-3232 FAX 284-0601

NEWSWATCH

Colorado Regents Keep Heads in Sand, Refuse Ban on Sex with Job Applicants

Regents at the same school that finally drove President Judith Albino to leave, the University of Colorado, are again distinguishing themselves for lack of leadership in dealing with gender issues.

Two months ago Professor Susan Cherniack won an $180,000 settlement after her department chair tried to sabotage her career after she had ended a relationship with him.

Twice since Cherniack filed a lawsuit over a year ago, Regent Guy Kelley has asked what the university's policy was concerning department heads having sex with job applicants. Lacking a policy, he said, makes the university vulnerable to more lawsuits.

Kelley's queries brought harsh words from fellow regent Peter Dietz, who criticized his "impetuousness," saying, "The matter takes place in the broader context of an institution." He implied that Kelley's business background prevented him from understanding the complex workings of the academic world.

Kelly replied that he didn't consider asking for action after a year of waiting to be "impetuous."

Once again the regents tabled the matter, this time so university lawyers could see how the matter fits into university policy.

The exchange came on the first day on the job for Albino's replacement as president, John Buechner, according to the *Rocky Mountain News* on November 17, 1995.

Mississippi College Adds Trustees; First Women on the Board Since 1963

Preaching diversity, a Southern Baptist private college with 3,600 students recently appointed two women to its board of trustees.

They are the first women trustees in 33 years.

Gayle Long Wicker was president of Mississippi College's student body in 1971-1972, and later an admissions officer. She is now a motel administrator, and married to U.S. Congressman Roger Wicker.

Jean Pittman Williams, a 1955 graduate, is a former public school teacher in four states.

Adding women to the board "will bring a new dimension and different ideas," Williams says. Wicker plans to strengthen academics and student recruiting, saying, "I think it's very important to have diversity on the board."

Local high school teacher Sheryl Malone agrees, but would like the board to also include minorities. "If they could include other cultures, it would make them better. That's what America is, a melting pot."

According to the Jackson MS *Clarion-Ledger* of December 7, 1995, the school was founded in 1826 and had no women trustees until the 1940s.

Make-up in the Student Bookstore? Penn Students Protest the Priorities

What's the academic world coming to, when the University of Pennsylvania bookstore features more lipstick shades than texts in women's studies?

A group of about 20 students milled about in front of the bookstore at lunch time last month to raise awareness about the issue.

Some favored having make-up on sale, calling for "Lipstick Not Linguistics" and calling out "Two-four-six-eight, we came to Penn to get a mate."

Others argued for "Books Not Blush," saying "We want a book store, not a look store."

Clare Bayard, a junior who helped organize the protest, said, "The priorities are screwy here. The women at Penn don't need to be told that they don't look good enough without make-up."

Another organizer, Elliott Whitney, settled on the protest as a way to impassion students on campus about political issues affecting them.

"We just want people to think about an issue," he said. "If they come to the conclusion that make-up belongs in an Ivy League bookstore, then something, in my opinion, is wrong in society."

Protesters noted that the section takes up 10 times more space than women's studies books.

Students also saw no coincidence that the book store carried only the Clinique line of products, made by Estee Lauder, whose CEO is a trustee at Penn. The university denied any connection.

Clinique is setting up shop in many other campus bookstores, including those at the universities of Washington and Wisconsin.

The demonstration was reported in *The Daily Pennsylvanian* on November 20 and *The Chronicle of Higher Education* on December 8, 1995.

Over Objection, Oklahoma Regents OK Law Professorship Honoring Anita Hill

Her 1991 testimony about sexual harassment didn't stop the Senate from making Clarence Thomas a Supreme Court justice, but in 1995 Anita Hill has a professorship honoring her at the University of Oklahoma, where she teaches.

A divided Oklahoma Regents for Higher Education voted 5-3 to approve the professorship and match the $250,000 raised by a private Minnesota group to fund the Anita Faye Hill Professorship of Law.

A Republican state representative appeared to urge the regents to reject the professorship, calling Hill an "instrument of left-wing extremists," notes the *Wisconsin State Journal* on December 2, 1995.

Retired IRS Auditor Gives $22 Million For Women Students at Yeshiva U

She had no family, fancy possessions or familiar face. But she had a head for numbers, and when she died last month at age 101, Anne Scheiber gave generations of young women a chance at education.

For 23 years she received no promotions at the IRS, despite a law degree and top production. She believed the agency's bias was a result of her being a woman and a Jew.

Retiring from the IRS in 1944, she applied herself to making her $5,000 savings grow by investing in the stock market. She succeeded.

Not only is the $22 million the second largest gift ever to Yeshiva University, but it avoids IRS taxes. It will go to scholarships for bright and needy women attending Yeshiva's Stern College for Women and Albert Einstein College of Medicine, notes *The New York Times* of December 2, 1995.

Schools 'Quietly Achieving Gender Equity In Sports' Earn Recognition

While some schools are dragged kicking and screaming to end gender bias, others just do it.

Athletic Management magazine honored four "schools that are taking that extra step to ensure the success of women's sports at their institutions without antagonizing the men's programs."

Tactics are unique and creative... and effective:

- **Starting New Sports:** The University of California Berkeley started new women's water polo and golf teams, after conducting extensive gender equity reviews showing interest in the sports. High quality coaches and fund-raising campaigns support them.
- **Support Programs:** Harvard University ran an eating disorder symposium and other special programs for women athletes, including leadership training for team captains, special training for coaches of women's teams and education of student agencies on the culture of athletics. It also set up a Radcliffe Foundation for Women's Athletics.
- **Role Models:** Vivian Fuller, AD at Northeastern Illinois University, is one of only a few women ADs at Division I schools. She is on the NCAA gender equity task force and active in the Black Women in Sports Foundation.
- **Successful Teams:** The women's basketball team at the University of Winnipeg has won 88 games in a row, three Canadian interuniversity titles and tens of thousands of new fans across Canada.

Info from *The NCAA News*, December 11, 1995.

Booklet Shows Impact of 'Sportspeak'

Critics wondering why gender equity in sports is important can learn from a new booklet detailing the infiltration of sports into everyday life.

A booklet called *Sports: Communicating in the USA* discusses terms such as "ballpark figure," "par for the course" and "ball in your court."

Without equity in exposure to sports, women are at a distinct disadvantage in communicating.

Get a FREE copy from: Carol Feder, Sporting Goods Manufacturing Assn., 200 Castlewood Dr., North Palm Beach FL 33408; FAX (407) 863-8984.

STAYING TUNED...

AAUP Investigates UC Regents' Ban on Affirmative Action as Political Move

Gov. Pete Wilson's campaign for President is over. But his key issue, ending affirmative action, remains in California, where the UC board of regents voted in July to end preferential policies.

Now comes the American Association of University Professors, whose seven-member panel will investigate whether the UC regents bowed to political pressure in supporting Wilson's plan.

Regents opposed to ending affirmative action at UC say, "...the university has been contaminated by the mainstream political process."

The AAUP panel includes Robert Atwell, president of the American Council on Education, and A. Leon Higginbotham Jr., a Harvard University professor and former appellate judge.

Although the AAUP report due in May has no authority over the UC regents, its symbolic impact could be strong. Faculties on all nine UC campuses are asking the regents to reverse their decision, saying it undermines shared governance, reports *The Los Angeles Times* on December 2, 1995.

Boycott Fund Drive 'til Harvard Tenures More Women, Radcliffe Alums Advise

Push has come to shove, says a group of "Cliffies" that is organizing a boycott of Harvard University's $2.1 billion fundraising campaign. They hope to pressure Harvard, the school with the worst record in the Ivies, to tenure more women professors.

In 1994, the Radcliffe College Alumnae Association urged Harvard to move swiftly to increase the number of tenured women, especially in arts and sciences. There women made up just 10.8%, compared to a national average of 30%.

Now the Committee for the Equality of Women at Harvard is writing to all 27,000 Radcliffe alumnae and about 13,000 Harvard graduates, asking them to boycott the main Harvard campaign and donate instead to an escrow fund called the "Harvard Women Faculty Fund."

Their letter says funds will remain in escrow "until Harvard adopts effective procedures to hire women for tenured faculty positions."

The group says the college of arts and science, with 10.8% of tenured faculty being women, is doing better than law at 8.9%, business at 6.5%, or design, at 0%.

Harvard's assistant dean for planning, Joseph J. McCarthy, says "Harvard is doing everything Harvard can think of now to increase the number of women who get tenure," according to *The Chronicle of Higher Education* on November 24, 1995.

With all those brilliant minds ...

Why Do Women MBAs Earn More Now, and What About Later?

Women MBA students who graduated from Texas A&M University last May earned an average of $46,000, which is $5,000 more than male graduates, according to a survey by the university's Masters Programs Office. The results are based on the responses from 42 of the 84 graduates.

Ever since Program Director Susan L. Robertson announced the results, people have been trying to explain them.

Given the number of grads surveyed and the number who responded, Robertson is reluctant to make sweeping conclusions. Still, she has a few ideas that may explain the salary differential:

- "The class of '95 — both men and women — had some very impressive credentials," she says. More than half the students had work experience, compared to only 30% two years ago.
- Blue chip companies are attracted to students who are up to date on the latest technology, and Texas A&M has upgraded its facilities. Just last fall, the College of Business Administration and Graduate School of Business moved into a new building with a computer laboratory and classrooms equipped with state-of-the art technology that students use in real-world business simulations.

Offers from Higher Rollers

Elissa Ellis, Masters Programs assistant director, agrees that among the 1995 MBA class in particular, "The women were very astute, had good grades and good experience" and the new technology available to them played a role in their success.

The female MBA grads, she notes, got offers from relatively higher-paying companies such as consulting and technology firms.

In addition, other changes in the MBA program may have contributed to their success.

"The kind of jobs employers are coming to Texas A&M to hire has changed," Ellis says. "Now, most jobs require an MBA. Previously, many were at the level that required only a four-year degree." The increased use of computers has replaced the need to hire as many four-year accounting majors.

Three years ago, the Texas A&M business administration school adopted a more team-oriented instructional approach. As a result, the overall satisfaction of women grads is higher because "they've had a bonding experience," Ellis says.

And the quality of incoming students changed, too. Their Graduate Management Admission Test scores were higher, and 30% more students entered the program with work experience.

Team Management Approach Common

Ellis says "Nationwide, MBA programs go through a restructuring every five years; a lot of the top 50 business schools now use a team approach."

But it's hard to tell whether the increased adoption of a team-management approach has benefited women nationwide, since most schools don't track their graduates by gender.

Even at Texas A&M, which conducts annual exit and satisfaction interviews, the MBA program didn't always look at salary differentials, Ellis admits.

Of course, an absence of hard statistics doesn't stop business school representatives from estimating any salary differentials on their own campuses.

Peter Veruki, placement director at Vanderbilt University's Owen Graduate School of Management, estimates that women graduates earn at least as much as men graduates, if not more.

Women enter the program better prepared, with better undergraduate records and better work experience, he says.

And In Five Years?

Starting salaries are not the most important element in looking at women's business careers, according to Deborah Kazal-Thresher, assistant professor of education at the University of Texas. What really matters, she says, is how well the women MBAs do five and 10 years later.

Kazal-Thresher tracked 13 MBA graduating classes from Stanford University. She found that even when women started their business careers with salaries comparable to men MBAs, the salary equity was short-lived.

In her first study, starting salaries for women and men of the class of 1973 were roughly equal. But 15 years later, the women who were still working full-time were earning half what their male peers earned.

A 1992 survey of the class of 1982 MBAs had similar results. Median annual income for females was $104,200, compared to $142,500 for males.

Kazal-Thresher believes one reason for the eventual difference in salaries was that the women made job changes based on family and other personal issues, while the men moved solely to achieve career goals.

Who Will Earn More in 2010?

But the long-term Stanford studies don't necessarily speak for the current crop of graduates. Today more women MBAs focus on their careers, gain more work experience, and negotiate higher starting salaries than their male counterparts. Perhaps they will continue to command higher salaries as they progress in their careers, and women will be earning more than men in 2010.

A key to the answer may be found in the Wellesley experience. *New York Times* writer Judith H. Dobrzynski recently noted that a high proportion of the college's graduates serve on the boards of Fortune 500 companies, and in other ways have shattered corporate glass ceilings.

She cited a study showing Wellesley has 64 times its share of female college grads on such boards, more in actual numbers than any school except the University of California at Berkeley, which has five times more women students.

Dobrzynski also reported that Wellesley has developed a particularly strong economics department, as well as an extraordinary network of alumnae and students. Teamwork permeates Wellesley, which also benefits from its status as a women's institution. Many studies, Dobrzynski pointed out, have shown that graduates of women's colleges "develop higher levels of self-esteem and do better in their careers."

Many business school leaders don't need the Wellesley example to know that teamwork, inclusion and communication are keys to success for their graduates.

Learning The Business of Golf

Women business students at the University of Pittsburgh are studying more than accounting, marketing and economics. Besides their business curriculum, the students are learning to play golf, in order to share in the golf-course deal-making and camaraderie that's off-limits to anyone unfamiliar with the difference between a driver and a putter.

> *Women enter the program better prepared, with better undergraduate records and better work experience.*
>
> –Peter Veruki

"Sisters of Swing," the female golf group for MBA students and staff, enables the women to be more competitive in the business world. More than 30 students signed up for Sisters' lessons last fall.

The Sisters may not have solved the problem of doing business in the men's room, but they clearly have taken a wood shot at it.

UNL Business School Unenlightened

Not all business schools, however, have taken a woman-friendly approach.

The University of Nebraska-Lincoln College of Business Administration's new all-male, all-white Hall of Fame features about 25 photos of successful Nebraska businessmen. The gallery has drawn the ire of women faculty and students who say the wall, constructed with no input from them, sends the message that there's no room or recognition for women in business at Lincoln.

The environment for women in the college hasn't changed, apparently, since a "chilly climate" report was issued last spring. In it, the campus chapter of the American Association for University Professors found the college environment unwelcoming for women because of unfair procedures, unequal pay, harassment and sexism.

How to Assess Women's Learning Experiences

The question remains, what effects do such cold environments have on the future success of women graduates? Are the effects of a supportive learning environment on women MBA grads measurable?

Maybe the new emphasis on team management and team learning will give researchers a new tool to assess the effectiveness of MBA programs. It may also give women grads a new lever to catapult through glass ceilings.

Katherine Gerstle, director of the MBA Program at the SUNY Buffalo's School of Management, speculates that "women may be empowered by the work of the team. In the past, it was more difficult for women to break into consulting," she says. "But now, women are having more success in getting consulting jobs."

Gerstle believes that "women have more confidence now," which may be connected to the use of the team management instructional approach by more and more business schools. "Certainly, teamwork is a big part of consulting," she notes.

One way to test Gerstle's speculations would be for more institutions to track the starting salaries of their MBA grads by gender, then check back after five years. By comparing the salaries of women and men MBAs five and 10 years after graduating from business schools that used a team management instructional approach to those that didn't, they could test the hypothesis that a team management instructional approach gives women grads more confidence, higher initial earnings — and continued higher earnings — than their male colleagues.

Since some business schools began using a team management approach five or more years ago, research could begin immediately. And there may not be much time to waste. Some business schools are already beginning to offer customized programs to the corporate world. Their plans save money by using distance learning and other technologies, while covering the basics of a traditional business curriculum in as little as a year.

But some business school leaders, faculty, and students are concerned that such programs will not provide students enough time with professors and other students. Such programs may sacrifice the benefits of teamwork in an effort to save corporate tuition dollars and staff time. ◆

–DG

For more info, contact Elissa Ellis, Texas A&M University, (409) 845-4714; Katherine Gerstle, SUNY at Buffalo, (716) 645-3204. Additional sources: *The New York Times*, October 29, 1995; *The Chronicle of Higher Education*, December 8 and 15, 1995; *The Daily Nebraskan*, November 29, 1995.

PROFILE

Gay Culverhouse, President
Notre Dame College, South Euclid, Ohio

'If my father didn't intimidate me, no one else could!'

She has led an NFL football team, directed a major city's chamber of commerce, earned a PhD and taught classes at a major university.

On January 1, 1996, Gay Culverhouse assumes the presidency of Notre Dame College of Ohio.

What's the connection? Credit her strong will and common sense, a devout spiritual faith, a strong father ... and a failed kidnap plot.

As the first lay president of Notre Dame in its 73-year history, she brings business sense, a trust in direction from above and a strong will to direct the Catholic college of about 700 students. "You can trust in the Lord and also trust in your own instincts...but the Lord will help to direct you," she says.

A Foiled Kidnap Attempt

Her move to Ohio is partly for safety. On July 19, 1994, a last-minute change in routine was all that separated Culverhouse and her daughter from being the victims of a $1 million kidnap plot.

> *You can trust in the Lord and also trust in your own instincts... but the Lord will help to direct you.*

Planning to go on vacation the next morning, she backed her car into the garage, rather than park it outside as the potential kidnapper had watched her do many times before. He has been convicted for the plot, but she remains traumatized.

Adapting the Corporate Model

A direct, powerful businesswoman and academician who taught at the University of South Florida's college of education, she will adapt the corporate model to serve Notre Dame College.

Gay Culverhouse defines herself as an "external president" who will streamline the decision-making process, promote entrepreneurship, eliminate duplication, and refocus attention on students.

With a business background, she recognizes "a growing gap between what it costs to educate students and what parents can pay," so "the college needs a person well versed in financing."

As president, she will appoint a dean to be chief operating officer, responsible for all internal operations. To select the dean, the faculty will screen candidates and select three finalists, but she reserves the right to appoint someone not on the list.

Her goals include broadening the diversity of the student body. Although some come from Korea and India, the majority of students are from Ohio.

As CEO and professor of psychiatry, she will teach a course, assuring a direct relationship to the college's front lines, its student body.

Two other considerations guide her. First, she tries to understand each person she meets, and "use that strength to reach a common goal." And, she treats anyone she meets as a $200/hour consultant: she respects their time, focuses on goals and comes right to the point.

Her Blue-Chip Background

Fundraising (or "friendraising," as Culverhouse calls it) is a key task for any chief executive in higher education. When Culverhouse chaired the fundraising division for Eckerd College in St. Petersburg, it raised $33 million, with a goal of only $4 million. At the University of South Florida, she served on the committee that exceeded its goal of raising $110 million.

A ground breaker, she's been chair of the Greater Tampa Chamber of Commerce since 1989, only the second woman in that position. She is on the boards of visitors for Columbia College, Stetson College of Law and Eckerd College.

Social projects in the Tampa area attract her. She led efforts to create a phone system to check on 50,000 latchkey children, and a crossroads program for women who have been in legal difficulty.

Don't Mess With Culverhouse

How did she become so strong? "The best training I had," she says, "was going up against my father," who had been president of the Tampa Bay Buccaneers. "If my father didn't intimidate me, no one else could."

After earning an MA in mental retardation from New York's Columbia University, she was the top student admitted to its doctoral program. But her father said it was time to come home and raise a family, and he refused to pay for further studies.

So she sold her graduation present, a station wagon, to pay for the first year of the program. Research fellowships paid the rest.

In 1992, as president of the NFL Tampa Bay Buccaneers, she sued the private Palma Ceia Golf and Country Club in Florida for discrimination against women. Although the Bucs had a corporate membership, only a male individual could be a corporate member.

Because of her action, the club voted to give women equal rights with men for the first time in its 76-year history. But, she says, members continue to blackball her "because of all the trouble I've caused them."

Her Expectations for Ohio

Coming from the private sector, where as top executive, she reported to no one, Culverhouse welcomes a board of trustees "to bounce ideas off." And she looks forward to "not having every decision I make second-guessed in the newspapers," as happened when she was president of the Buccaneers from 1991-1994.

Asked what she will bring to Notre Dame, she responds, "A southern accent!" She expects her greatest difficulties to be driving on ice and snow. ◆

Writer Caroline Westerhof, PhD, a management and organization corporate and public policy specialist, will head a new Florida Care College at the University of South Florida.

IN HER OWN WORDS

Women and Campus Politics: Don't Do it *Their* Way!

by Dr. Barbara Gellman-Danley
Vice President, Educational Technology
Monroe Community College, Rochester NY

Many years ago, someone told a young graduate student she was lucky to be in higher education, because there are no politics there.

The naiveté of the assumption by those outside our world is innocent, but for the tens of thousands of women in higher education, it can be deadly.

Politics is really all about power and positioning. Although the perception is that some win and some lose, ironically, those most adept at politics realize that if everyone wins, there is a far greater success in the long run.

What is Politics?

Webster defines "politic" as "characterized by shrewdness in managing, contriving or dealing." To women, this definition may seem too harsh, conflicting with our upbringing and traditional role.

If you're an academic, think back to graduate school. One young student worked desperately to finish a PhD, only to be caught between combating forces on her committee. Another managed to get the best assistantships and sail through her committee. Does this have to do with politics and what Webster calls "dealing"? You bet it does.

Politics Can Be Positive

Women often see themselves at a political disadvantage. As women, we are not taught how to maneuver politically, so we assume it's a role sanctioned only for men. If we participate in politics, it must be on their terms, acting just the opposite of our inclinations and how Mother taught us.

Not so. Although all men are no more alike than all women, there are some trends in the male model of politics that women do not want to imitate.

Consider the "John Wayne mentality." Some men position themselves by taking the most macho stance, and actually speaking as if they were about to reach into their holster and take aim! Rather than try to imitate it, women should step back and enjoy the humor of the behavior, and relish the reality that we do not have to buy into this old style.

A New Model

Politics is really about getting what you want, and making sure that you are not left behind or taken advantage of as decisions are made within your college or university.

Instead of buying into the old male model of politics, you can help create a new model that can be just as effective, but lacks the negative elements.

Below are some ideas to help you define your own role within a political environment.

The Politics of Ethics and Values

- **Don't get into battles with other women.**

This suggestion falls at the very core of ethical and value commitment to other women. As women move up in the organization, nothing is more enjoyable to our detractors than pitting us against each other. Don't buy into it. Ever. You not only lose ground in your own professional development, but you give others far too much ammunition to blame conflict on gender-related issues.

Decline to join in, saying, "This is a dangerous conversation, and I don't feel comfortable with it

- **Focus on "we" rather than "me."**

In an effort to achieve (or over-achieve), don't focus on a personal agenda that supersedes the agenda of the institution. If you keep yourself directed toward the mission of your college or university, your own agenda will fall into place behind it. Getting the order confused will hurt your own reputation permanently.

- **Don't leave any "dead bodies" along the way.**

It hurts to be betrayed by people you trusted. To repeat their behavior yourself is unforgivable.

Politics need not translate into moving ahead with your agenda at the expense of others. You can succeed based on substance, not form alone. Over time, hurting others along the way will only hurt you the most.

Since all don't play by these rules, I've learned to always "walk away" facing people until I can trust them. I used to turn my back, but I've gotten more savvy (and cynical) over the years.

- **Have faith that people who are politically vicious will blow themselves up, eventually.**

You don't have to do it for them. In other words, let it go.

Competitive, assertive leaders find it difficult not to "take on" someone who is manipulating around them. But in reality, the most prudent approach sometimes is just to walk away. There can't be a battle if only one person is fighting. Eventually, you will win by not participating in a no-win scenario. You will have taken the high road.

- **Do not espouse modern management theories and strategies unless you are willing to use them.**

It is very disappointing to staff when their manager promotes a certain philosophy (TQM, Reengineering or Participative Management) but then fails to practice it herself.

If you position yourself as supporting it, you will be expected to act according to the rules of that game. Don't be a hypocrite. If a certain theory does not fit your style, it is far better to bypass it than to half-heartedly embrace it.

- **Be willing to trade off, but not trade yourself in.**

Politics (and life in general) is all about compromise. You don't have to win every time. Be willing to give in, trade off, and wait for the next opportunity to "deal." Engaging partnerships and allies for the future will serve you best across the span of your career.

The Politics of Knowledge

- **Do your homework on an issue.**

Become knowledgeable not only about the current situation, but about similar ideas on other campuses, and the history of the idea at your school. You can then attack with facts.

- **Be aware of the networks around you.**

Chart the informal lines of communication and authority around you: who talks to whom, who owes whom a favor, who's likely to oppose an idea and why. Use this info as you plan your strategy.

The Politics of Communication

- **Be open and honest.**

If women have a gender advantage, it's in the arena of open communication. While you don't want to give away confidential information, your staying open and accessible enables others to see you as approachable and most of all, honest.

Sometimes people take the position of "I know something you don't know," which just aggravates the communication channels. By letting others see that you don't feel you own the information of your institution and are willing to share it, you will gain the greatest political asset of all — trust.

- **Communicate about "offenses."**

Hearing inappropriate or offensive statements, women often think that it is best politically not to say anything. Beyond the implications for sexual harassment, many other assumptions can offend.

For example, women may openly express their feelings about certain decisions in the workplace and be told by a male supervisor, "You are just being sensitive." Women see this as a red flag, comparable to implying that our emotions are driven by monthly cycles. But men may not.

It is advisable, therefore, to tactfully point out the offense, and how it makes you feel. Or simply state, "Thank you for noticing I'm sensitive; I consider that an asset in my position."

- **Let *them* do the bragging.**

To succeed within the politics on campus, all participants are under incredible pressures — to publish or perish, serve on a variety of committees, earn more degrees and in general, to excel.

Allow your hard work to speak for itself, or better yet, find subtle ways to get credit for your ideas and efforts. If you have to blatantly blow your own horn, it implies you are not self-confident and need reassurance.

Another variation is the pervasive political game of "who stays latest at the office." One administrator may brag that he was at the college until late the evening before a big meeting. My feeling is that those who announce their hours likely are camouflaging some other deficiency.

Sometimes women are disadvantaged by child care responsibilities. If you find you are being questioned about your time commitment (face-to-face or behind your back), use other methods to creatively demonstrate your commitment.

For instance, as a night owl I use the technique of e-mailing people late at night, since the message notes the time sent. This may seem petty, but many women's careers have been hurt by others trying to point out a lack of "readiness for management responsibility" due to their time commitments. With today's computers and modems, "time at work" can no longer be defined as "time in the office."

- **Use Management by Walking Around (MBWA).**

Although not at all new, this style still works. To gain a strong position at your school, walk around to visit people in their offices. Engage an honest open-door policy, and be seen and not heard.

One female executive walking into a staff member's office was told, "You're the first VP I've seen in 12 years." It makes all the difference.

The Politics of Style

- **Don't buy into *their* style of politics.**

Each person has her own style. If women want to move up the career ladder, dealing with politics will be part of that progression. But do it on your own terms. Knowing your own style, and gaining recognition for your individuality, are much greater assets than imitating the style of others. Particularly if the "other" is a traditional male model that does not fit well into your own management style.

- **Stay focused on the learner.**

Remember that the purpose of everything we do in higher education is to serve our learners. Consider them your "lighthouse" on a dark night, with a stormy sea surrounding you. The waves are the political situations you must manage throughout your career; focusing on the lighthouse (the learner) can serve as a critical reminder that students are our primary customers. Keeping that sense of direction will help you make decisions that are learner-based, and not primarily political in nature.

- **Give in to your instincts; it's okay to be female.**

As major retailers are advertising, it's perfectly acceptable to call upon your "softer side." Sometimes the strengths of women in political circumstances are traits that tend to be more gender-specific: empathy, good listening skills and sensitivity. Why emulate men when you can call upon these assets? Don't apologize for being a woman; take advantage of it.

- **Appear demure, then attack with facts.**

Men in power battles seek positions of strength and dominance. Let them. Sometimes in a meeting it's best to lie in the weeds, allowing others to posture and position. Be a good listener. Then, and only then, you can gather up the information and come back at a future time filled with enough facts to roll over any weak arguments.

Trying to take on a strong male during a meeting may only cause you to present your side without sufficient backing. This applies to those spontaneous political moments, not those for which you have prepared in advance. Patience is indeed a virtue, as is a willingness to wait, and come back later in a position of greater strength.

As you bite your lip in the meeting, take comfort in the knowledge that at no time does putting someone down in public gain you political advantage or respect. In fact, the opposite is true.

The Politics of Strategy

- **Learn only the positive techniques from men.**

Although many of the above ideas are tailored for women, don't ignore the excellent political strategies you can learn from male colleagues. Since most campus leaders are still men and many are skilled "politicians," why not learn from them? Take their best, not their worst, and adapt it to your own style.

- **Read extensively about gender communication.**

To a large extent, politics is based on good communication. Many of the reasons why men and women cannot communicate easily are gender-based. By reading about them and learning to apply the ideas of experts, you'll learn to overcome one of the great obstacles to successful politics.

- **Read *The Prince* and leave it out in your office.**

Although written in the early 1500s, Machiavelli's well-known treatise is full of profound suggestions on politics. Despite its advice that contradicts the management style most women embrace, we cannot afford to ignore its brilliance.

Buy this book and keep it visible in your office. Let others know you have read it, even if you never use a single suggestion Machiavelli offers! *They* will then know that *you* know, and perhaps be deterred from playing their games.

- **Make it *their* idea.**

Perhaps the greatest compliment to an author is to see herself in a footnote. The same is true of idea development, at any stage. Recognize that if you cannot advance an agenda that's good for your students, it may be advisable to let someone else advance that agenda. In the long run, people will learn whose ideas are making a difference.

- **Remember people's birthdays and occasions.**

When it comes to recognition, get personal. Unfortunately for our male colleagues, many acts of kindness and gratitude seem inappropriate for men. But not for us.

In our sexist society, women can clearly take advantage of their gender in this situation. Acknowledge birthdays, special occasions and achievements via notes in your own handwriting, cards, flowers or other symbols. Write a poem.

By reaching out to tell people you care, in a way that is memorable, you're telling them that you value them for more than just their job. You value them for who they are.

Is politics a game? In a sense, yes. But politics is an integral part of the everyday workings of all colleges and universities. Women need to move beyond feeling they simply cannot play the game, to learn ways to become active participants.

Keep your focus on the learners, the agenda away from yourself, and behave in ways that make you proud to look in the mirror at the end of the day. Over time, you'll find that you not only can play the game – you can win – and enjoy it.

Barbara Gellman-Danley frequently presents at the National Institute for Leadership Development (NILD) programs for women leaders. She has been vice chancellor at the Oklahoma State Regents for Higher Education. Contact her at (716) 292-3018, or via e-mail at: bdanley@eckert.acadcomp.monroecc.edu

New Federal Rules Will Help Assess Compliance with Gender Equity Laws

You can't hide any longer, the U.S. Department of Education told schools last month. The agency's Office of Postsecondary Education announced details of the "sunshine law" that requires reports on expenses for women's and men's college athletics, starting October 15, 1966.

Included are academic year costs by gender for recruiting, coaching salaries, financial aid and team expenses for intercollegiate sports at any school whose students receive financial aid.

The reports will make it easier for athletes, lawyers and the department to prove charges of sex bias at the schools. Because they are to be made "easily accessible" to the public, the reports will also help prospective athletes choose a college.

Authorizing the new regulations is the Equity in Athletics Disclosure Act, passed in 1994 as an amendment to the Higher Education Acts of 1965. Its main sponsor is Rep. Cardiss Collins (D-Ill), who recently said she will not seek re-election.

Arthur Bryant, of Trial Lawyers for Public Justice, a leader among groups representing athletes suing colleges and universities for gender bias, said getting accurate data on compliance is a big problem. "This legislation and these regulations will certainly make that task easier," he said.

A mixed bag of opponents fought the new regulations. Some schools objected to the time required to fill out the report, which the agency expects to take five or six hours a year. The NCAA strongly pushed for exemptions for schools that already publish the information, and the American Council on Education expressed concern earlier, but declined comment on the final rules.

Specifically, the rules require that each coed school having varsity teams and getting federal funds discloses this data on its varsity teams from the preceding academic year, with no exceptions:

- Number of female and male full-time undergrads.
- Listing of varsity intercollegiate teams.
- Number of undergrad participants by gender for each varsity team.
- Total school expenses for lodging, meals, transportation, officials, uniforms and equipment for both home and away games, for each team.
- Whether the head coach of each varsity team is female or male, and whether full or part time.
- Number of female and male assistant coaches for each varsity team, and whether full or part time, including volunteers.
- Total school expenses for recruiting for all women's teams and for all men's teams.
- Total annual revenue generated by all women's teams and by all men's teams.
- Total amount of financial aid to students on women's teams, and total amount to men's teams.
- The ratio of the total amount of athletically related financial aid to females compared to the amount of aid to males.
- Average annual school salary of all head coaches for women's teams, and for all men's teams.
- Average annual school salaries of all assistant coaches for women's teams, and for all men's teams.

Info from the U.S. Department of Education, (202) 401-1307, The *NCAA News* -on December 11, *The New York Times* on December 3, *The Commercial Appeal* of Memphis on December 4, 1995.

What It's Like When You're The *Only* Woman ...

Susan B. was the only woman in her nuclear engineering department. In working exclusively with techno-weenies, she felt isolated. She rarely saw another female face all day long.

For her, and other women who are the only females in a department or office, work can be a special challenge. To support these pioneers, *WIHE* talked with lone women in their offices on campus.

Most were straightforward women who didn't consider their positions all that special.

Fran Harackiewicz is an assistant professor of electrical engineering at Southern Illinois University-Carbondale. As the only female PhD candidate in the microwave electronics lab at the University of Massachusetts at Amherst, she says "I was pretty much oblivious to this fact until another woman student pointed it out."

The same for Sherrill Watts, chair of the natural sciences and mathematics division at South Georgia College. "I have three brothers and no sisters and grew up with boys," so is used to an all-male environment.

In the 1970s Watts attended the HERS Summer Institute for Women in Higher Education at Bryn Mawr, "the first time I ever gave a thought to the matter." It was "a sensitizing experience," which led her to organize a workshop for Georgia Tech women, where she worked at the time.

Now as she mentors other women, her advice is job-centered but sensitive to problems that may be especially difficult for women.

To a new chemistry instructor, she advises being flexible and taking every new assignment seriously. "Approach a new project in a professional manner, not as a temporary assignment and not just as an added responsibility. Do some reading. Join related professional associations."

Watts also recommends "keeping up your professional work" and continuing to publish after starting teaching or administrative work. "Even an article every other year or so," has an effect.

Key Issues for Pioneers

Deborah Zanella, assistant professor in industrial technology at Central Connecticut State University's School of Technology, notes key issues:

- Attracting women students to the program;
- Contacting other women in technology;
- Being outside the "good old boy" network.

Fran Harackiewicz focuses on "how to encourage more females to pursue or even consider science, engineering and mathematics careers." She's also working on making Southern Illinois and its tenure system "more female-friendly."

An SIU colleague, Biochemistry Assistant Professor Lori Vermeulen, notes the lack of a policy for women on the tenure clock and having children. "Men do not face the physical stresses that are apparent during pregnancy and childbirth," she points out. She is pleased that maternity leave and parental leave exist for both women and men.

To Karen Good, instructor and recruitment specialist at the University of California at Berkeley and a military officer, the issues are the same on campus as anywhere: "You've got to watch your back." In addition to "always being on the alert and doing a good job," she tries to keep her sense of humor, "in order to survive and not get an ulcer."

Another challenge is that "women communicate differently than men," Vermeulen says. She relates:

"I actually had a male colleague at a meeting say that he thought I was apologizing when I was giving my presentation. All I did was thank the organizers for inviting me and thank my students for their contributions to my work. This was something most other presenters neglected to do. He interpreted it as my saying that I didn't really feel I deserved to be there."

Finding a balance between conflicting needs and goals is even more of a challenge to women who have no sister handy to commiserate with. Vermeulen says, "Balancing time devoted to the different aspects of my job is a constant concern."

She has no problem between career and family demands, "because my husband and I equally share our family responsibilities."

Family time is a priority to her. "Some see this as a sign of weakness, but it doesn't matter. I know that I can do a better job at work if I spend the amount of time with my family I feel I need to."

Zanella finds difficulty in balancing the various demands. She is currently working on an EdD degree, but says, "I always put my teaching first, and so I am often behind on my studies."

What? No Committee Work?

None of these women mentioned lacking time for committee work. In fact, when it came to committee assignments, they simply were ignored.

Whether they are considered not representative of their department or not interested, these pioneers are isolated even when it comes to that unrewarding job.

Good said she "got no invitations" and had to "call and pursue every avenue" if she wanted to be involved in an activity. Zanella says she constantly points out that "there is no female representation on search committees or the Administrative Council."

Survival Tips for Pioneers

Despite the challenges, these women have flourished in a male environment. Their advice for other pioneers:

- Be sure you're good at what you do.
- Note gender differences in communication styles.
- Learn how to be very clear when communicating.
- Don't alter your personality in order to "fit in."
- Be assertive without attacking anyone.
- Stand up for your rights and for what is right.
- Network with other women on and off campus.
- Support programs to encourage and develop women.
- Identify which male colleagues you can relate to, and create a support network among them.
- Keep your sense of humor.
- Subscribe to publications like *WIHE*.

When offered a position you want in a male-dominated unit, they advise you to take the job. It will be both challenging and rewarding. And, like Harackiewicz, you may feel "like a pioneer woman ... because it's new territory that I'm blazing."

–DG

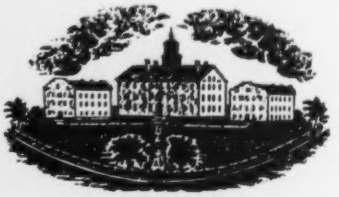
Contact: 1) Fran Harackiewicz, Southern Illinois University, (618) 453-7031; 2) Sherrill Watts, South Georgia College, (912) 383-4209; 3) Deborah Zanella, Central Connecticut State University, (860) 832-1841; E-mail: Zanella@CCSU.CTSTATEU.EDU

CAREER CONNECTIONS

Reach more than 12,000 readers here each month for only $230, and *millions* more on our World Wide Web site:

http://www.itis.com/wihe

W indicates the FULL TEXT of this announcement is available on the Web site, so colleagues can check out appropriate positions. Call Mary Zenke (608) 251-3232 for details. The February issue closes January 19, 1996.



Provost
Ohio University
Athens, Ohio

Applications and nominations are invited for the position of provost at Ohio University, for appointment effective July 1, 1996.

Position Description: The provost shares with the president the central administrative role in the university. The provost serves as the chief academic officer and has major responsibility for institutional budget planning and the coordination of internal university affairs with the vice presidents. Reporting directly to the provost are the deans of the colleges, the dean of University Libraries; associate provosts for Academic Coordination, Budget Planning and Institutional Research, and Information and Instructional Technology; and the vice provost for International Programs. Salary will be commensurate with the responsibilities of the position and with the qualifications and experience of the appointee.

Qualifications: Candidates must have appropriate academic credentials for a tenured appointment at the rank of full professor; substantial administrative and leadership experience in both academic and budgetary matters; evidence of an understanding of and commitment to public higher education; and evidence of commitment to the educational needs of underrepresented populations.

The Institution and Setting: Ohio University is a state-assisted, Research II university, with 19,700 students and 837 full-time faculty on the Athens campus and an additional 8,200 students at five regional campuses in Southeast Ohio. It offers bachelor's degrees in 92 fields, master's degrees in 48 fields, and doctoral degrees in 28 fields. Its academic organization includes colleges of Arts and Sciences, Business, Communication, Education, Engineering and Technology, Fine Arts, Health and Human Services, Honors Tutorial College, University College, and Osteopathic Medicine. The Athens campus is residential in nature, with a first- to second-year retention rate of 85% and graduation rate of 70%. First-year students average at the 75th percentile nationally in g.p.a., class rank, and standardized test scores. Though students are predominantly from Ohio, the university enrolls students from all 50 states and from more than 100 countries. Total budget for 1995-96 is approximately $325 million. The university, founded in 1804, is Ohio's oldest; the College Green is listed on the National Register of Historic Places and Cutler Hall, built in 1816, is a National Historic Landmark. Further information is available at the university web site: http://www.ohiou.edu.

Athens, with a combined resident and student population of 40,000, is located 75 miles southeast of Columbus, Ohio, in a beautiful area of wooded hills. It was founded as a university town and the university remains its focal point today.

Application Process: Review of application materials will begin January 15 and will continue until the position is filled. Send letter of application and professional résumé, along with the names and contact information of five professional references, to:

Dean T. Richard Robe, Chair
Provost Search Committee
Office of the President
Ohio University
Athens, Ohio 45701-2979

W

Ohio University is an Affirmative Action/Equal Opportunity Employer

---

CONTRA COSTA DIABLO VALLEY LOS MEDANOS

The Governing Board
of the Contra Costa Community College District
announces openings for the positions of

PRESIDENT
LOS MEDANOS COLLEGE

and

PRESIDENT
DIABLO VALLEY COLLEGE

To request application packets, please contact:
Dr. Ann Duncan
Assistant Director, Human Resources
Contra Costa Community College District
500 Court Street
Martinez, CA 94553
(510) 229-1000, ext 400
FAX (510) 229-1490

Applications must be received by MARCH 15, 1996.
The positions are available July 1, 1996

W

an Affirmative Action/Equal Opportunity Employer

PRESIDENT,
ANNA MARIA COLLEGE

The Board of Trustees of Anna Maria College invites nominations and applications for the position of President. Entering its 50th anniversary year, Anna Maria has a spacious, attractive campus in Paxton, Massachusetts, just outside Worcester and one hour from Boston. The College serves more than 1700 graduate and undergraduate students, including full and part time, on campus and in various off-campus sites.

Anna Maria offers a strong relationship between liberal arts and professional study aimed at solid career preparation. The College strives to instill in its students religious and moral sensitivity and social awareness in the development of the total human being. The college seeks a president who can, in collaborative style, lead the campus in strategic planning and innovative response to today's competitive picture in higher education, in uses of new technologies, and in creative marketing and fund raising.

Anna Maria College is an equal opportunity employer.

PRESIDENT,
MOUNT MARTY COLLEGE

The Board of Trustees of Mount Marty College invites nominations and applications for the position of president. Over 1,000 traditional and non-traditional students and 48 full-time faculty make the college a vibrant 60 year old institution of higher education. Located in Yankton, South Dakota on the Missouri River, this Catholic Benedictine sponsored institution is situated on an attractive, spacious campus overlooking the city. The college offers a comprehensive mix of liberal arts and professional programs. The Board seeks a president whose leadership and collaborative style will coalesce all constituencies to take the College to new levels of excellence in the 21st Century.

Mount Mary College is an equal opportunity employer.

For further information on either of these presidential challenges and prerequisites, write in confidence for an Executive Search Profile to:

Robert H. Perry, President
R.H. Perry & Associates, Inc.
2607 31st Street N.W.
Washington, D.C. 20008
FAX (202) 338-3953
Internet: 75212.3667@compuserve.com

W

BEST COPY AVAILABLE

RICE UNIVERSITY

Associate Provost

Rice University seeks an energetic, dedicated individual with experience in developing and coordinating efforts to enhance campus diversity for the position of Associate Provost. Reporting to the Provost, the Associate Provost will work to recruit and retain a diverse student body by interacting with various campus offices and groups. This person will also support the activities of faculty and staff in operation of current programs and development of new educational outreach programs targeted at K-12 education. The selected person will function largely as a facilitator for these programs and as an advocate for such effort with the administration. Qualities and experience required include outstanding interpersonal and facilitator skills, vision, demonstrated ability to work with diverse groups, and strong communication and organization skills. Preference will be given to candidates with at least five years of related experience in an academic setting.

Rice University is an independent, coeducational, nonsectarian, private university dedicated to quality undergraduate teaching and graduate studies, research, and professional education in selected disciplines. It has an undergraduate student population of 2,600, a graduate and professional student population of 1,400 and a full-time faculty of 437. Opening in 1912, the University currently has an operating budget of approximately $200 million and an endowment of $1.5 billion.

Rice University is an equal opportunity, affirmative action employer. Minorities and nontraditional applicants are encouraged to apply. Salary is commensurate with the experience and qualifications. Review of applications will commence January 15, 1996 with applications accepted until the position is filled.

Applicants should send a cover letter discussing their qualifications, a resume, names, addresses and telephone numbers of five references to:

Office of the Provost
Associate Provost Search
Rice University, MS-2
6100 Main Street
Houston, TX 77005-1892

Vice President for Institutional Advancement

CLARKSON UNIVERSITY

Founded in 1896, Clarkson University is a highly selective, small, independent, national, technological university located in northern New York state. We offer pre-collegiate, undergraduate, graduate and professional continuing education to a student body of 2,300 undergraduate and 400 graduate students. The University has an annual budget of approximately $65 million and an endowment of more than $72 million.

Clarkson University seeks a Vice President for Institutional Advancement who will develop and spearhead a comprehensive program of resource development which includes individual, foundation, corporate, and alumni support. The Vice President will lead a major capital campaign which will propel Clarkson into the next century with an exciting, innovative curriculum and consolidation of the entire university community on our beautiful hill campus. The University is engaged in a successful strategic planning process generating strong enthusiasm in students, faculty, staff, administration, alumni and Board of Trustees.

The Vice President will report to the President and work closely with our Board of Trustees. Areas of responsibility include development, alumni relations, government and external relations, and university communications.

A bachelor's degree is required, master's degree preferred with a minimum of 8-10 years of experience in an excellent development operation, including leading a major portion of a capital campaign for an institution of higher learning. Preference will be given to candidates who have experience in institutions with programs in engineering, business and science.

Compensation is competitive and commensurate with experience and ability. Screening will begin immediately and will continue until the position is filled. Nominations and applications will be held in the strictest confidence.

Interested persons should submit a letter of application and resumé to:

Victor P. Pease
Chair, Search Committee
Box 5766
Clarkson University
Potsdam, New York 13699-5766

Phone: 315-268-2300; Fax: 315-268-3810
E-Mail: PEASEV@ICARUS.SOM.CLARKSON.EDU

Clarkson University is an affirmative action,
equal opportunity employer.

Mankato
STATE UNIVERSITY

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Mankato State University invites nominations and applications for the position of Vice President for Academic Affairs. The VPAA reports directly to and works closely with the President, is a member of the President's Cabinet, and represents the university in the President's absence.

The Vice President is the chief academic officer, supervising six college deans, the dean of graduate studies, the director of library/information services, the affirmative action officer, and academic affairs office staff. The VPAA provides leadership for and is responsible for the planning and administration of the university's academic units, and supports the development of MSU's fine faculty and staff. The VPAA assures instructional quality and fosters an appreciation of the role of creative and scholarly activity in the life of our comprehensive university.

Required Qualifications: An earned doctorate or equivalent terminal degree from an accredited institution; a record of demonstrated excellence in teaching and creative/scholarly activity sufficient for appointment at the rank of full professor in an academic unit represented at MSU; a record of significant administrative experience at the level of dean or above as evidenced in the successful development and administration of curriculum, budget, and personnel; a record of significant supervisory experience of personnel in academic departments or related units; the ability to analyze complex issues, make decisions, and manage multiple priorities within a high volume and diverse workload; strong communication and interpersonal skills; the ability to lead and create a team environment, and to foster cooperation and respect among diverse constituents; a record of commitment to and supportfor cultural diversity; a record of support for faculty and staff development; commitment to shared governance; an understanding of the mission of a public comprehensive university.

Preferred Qualifications: Demonstrated success in teaching at both the undergraduate and graduate levels; direct experience with collective bargaining in an academic institution.

Established more than 125 years ago, Mankato State University is a unique comprehensive, multipurpose public university, with an enrollment of over 13,000 students, including over 2,000 graduate students. Its more than 700 faculty teach in more than 100 undergraduate and 70 graduate majors. The University includes the Colleges of Allied Health and Nursing; Arts and Humanities; Business; Education; Science, Engineering and Technology; and Social and Behavioral Sciences. Mankato State is one of the seven Minnesota State Universities within the 62 member system of Minnesota Colleges and Universities.

The greater Mankato community, consisting of Mankato and North Mankato, has a population of over 42,000 and is located in the scenic Minnesota River Valley, approximately 75 miles southwest of the metropolitan area of Minneapolis and St. Paul. Recognized as one of the best ``micropolitan" cities in America, Mankato is in a region rich in agri-business and offers excellent educational, cultural and recreational opportunities both within the immediate area and within a two hour drive.

Review of applications will begin on January 10, 1996, and continue until the position is filled. Applications should include a letter of interest, a vita, and the names, addresses, and telephone numbers of five professional references. All applicants and nominees will receive a complete job description. Application, nominations, and inquiries should be addressed to:

Dr. Jane F. Earley
Dean, College of Arts and Humanities
Chair, Vice President for Academic Affairs Search Committee
P.O. Box 8400, MSU Box 54
Mankato State University
Mankato, MN 56002-8400
Telephone: 507/389-1712
Fax: 507/389-5887
E-mail: janeearley@ms1.mankato.msus.edu

Mankato State University has a long-standing commitment to cultural diversity and is actively seeking to nurture and enrich its cultural, racial, and ethnic communities. It is expected that the successful candidate shares in this commitment.

BEST COPY AVAILABLE

VICE PRESIDENT
FOR
ADMINISTRATION AND FINANCE
CALIFORNIA STATE UNIVERSITY
LOS ANGELES

Invites applications and nominations for the position of Vice President for Administration and Finance and Chief Fiscal Officer, Administrator IV. The V.P., is responsible for executive direction, guidance and policy formation for financial and business management operations, human resources management, physical facilities, and public safety. Carries fiduciary responsibility for the Boards of the CSLA Foundation and the University Auxiliary Services, serves as the President's designee to the Board of the University Student Union and exercises fiduciary oversight of the CSLA Associated Students, Inc.

Must have substantive executive level experience, at least five years, in higher education. Proven administrative accomplishments and significant experience in organizational transformation or reengineering; demonstrated experience in public institution entreprenureship; proven leadership in information technology applications in management of a large complex organization; demonstrated experience in risk management, investment management, capital financing; and demonstrated understanding of the non-profit sector and/or development. An MBA from an accredited institution and C.P.A. registration are preferred.

Send resumes by 2/15/96 to CSLA, Empl. Svcs., Job #95-131-W, 5151 State University Dr., L.A., CA 90032-8534.

An Equal Opportunity/Affirmative Action/Disabled/Title IX Employer.

FLORIDA STATE UNIVERSITY
Vice President for Research

The Florida State University, a member of the State University System of Florida, is seeking a vice president for research. The university is located in Tallahassee, the state capital.

The Florida State University, founded in 1857, is a comprehensive Research I university with extensive research facilities and a faculty of 1,100. The university awards approximately 300 doctoral, 1,400 master's, and 5,000 baccalaureate degrees annually. Its 30,000 students, of whom 5,600 are graduate students, are enrolled in sixteen schools and colleges. Expenditures in contracts and grants for 1995-96 will total $100 million.

The vice president for research is the senior administrative officer in the university responsible for research policy and the administration of sponsored research. The vice president represents the university to local, state, and national public and private entities in all matters related to research. The vice president reports to the president of the university. The following units report to the vice president for research: National High Magnetic Field Laboratory, Supercomputer Computations Research Institute, Marine Laboratory, Laboratory Animal Resources, and the Institute for Science and Public Affairs. Technology transfer, the Research Foundation, and Innovation Park are responsibilities of this office.

The University is searching for a scholar of national prominence who has had university-based research experience. Candidates should have successfully achieved significant funding from federal or other sources. National experience involving university representation with federal agencies, or service with a national agency or professional advocacy organization is highly desirable. Candidates should have administrative experience within a complex academic or related organization and strong communication skills.

Nominations or applications for the position should be sent to the chair of the search committee, Dean Alan Mabe, Office of Graduate Studies, 408 Westcott, Florida State University, Tallahassee, FL 32306-1047. Dean Mabe can be reached at (904) 644-3500 or vpsearch@westcott.wes.fsu.edu. Information about the university can be found at its web site, http://www.fsu.edu/.

A completed candidate folder will include a curriculum vitae, a list of five references, and a statement of candidacy. The closing date for the receipt of nominations is January 12, 1996 and the closing date for the receipt of all materials is January 19, 1996.

The Florida State University is an Equal Opportunity, Affirmative Action employer that encourages applications from minorities and women and complies with the Americans with Disabilities Act. It is a public-record agency pursuant to Chapter 119, Florida Statutes.

LORAS COLLEGE

DEAN OF ADMISSIONS AND FINANCIAL PLANNING

Loras College invites applications and nominations for the position of Dean of Admissions and Financial Planning. Loras is a Catholic, four-year, coeducational, liberal arts institution with a student body of nearly 1,800 students.

Under the general direction of the President, the successful applicant will plan, direct and coordinate admissions and financial planning activities in support of the mission and goals of Loras College. This person will be responsible for annual and strategic planning for enrollment development, including the creation of marketing, recruitment and financial assistance strategies for traditional, transfer, adult and international populations. Candidates will be expected to support the mission of the College.

Requires a master's degree (completed or in progress) and six-eight years of progressively responsible experience in college/university management.

Application deadline is January 30, 1996. Send letter of application, curriculum vitae and five references to: **Gerald J. Koppes, Director of Human Resources, Loras College, 1450 Alta Vista, Dubuque, Iowa 52004-0178.**

An Affirmative Action, Equal Opportunity Employer.
Women and Minorities Encouraged to Apply.

Arkansas State University
VICE PRESIDENT FOR STUDENT AFFAIRS

Arkansas State University seeks nominations and applications for the position of Vice President for Student Affairs.

The Vice President for Student Affairs reports to and works closely with the president as a member of the President's Council and is the chief student development officer. Areas of direct responsibility include counseling services, career services, public safety, student health, minority student services, disabled student services, testing, Upward Bound, student discipline, student organizations and facilities, and student development programs.

Arkansas State University, located in Jonesboro, Arkansas, is a comprehensive state-assisted university, with an enrollment of approximately 10,000 students. Jonesboro, a city of approximately 50,000 people, is located 60 miles northwest of Memphis, Tennessee, and is a regional hub for shopping, medial facilities and recreational activities. The university also has campuses in Beebe, Newport and Mountain Home, Arkansas.

The student body reflects the diversity goals of the university, with representatives from all 75 Arkansas counties, 46 states and 60 countries. Approximately 32 percent are non-traditional, 14.5 percent are minority. About 75 percent of the students are from the largely rural eastern Arkansas Delta region, and most of these are the first generation in their family to attend college.

The candidate must have an earned doctorate from an accredited institution and qualify to hold academic appointment. The candidate should demonstrate proven leadership skills and breadth and depth of experience in increasingly responsible positions in the student affairs area. The candidate also must be familiar with campuses having demographics similar to Arkansas State University and must be able to articulate issues and implement strategies for continuing improvement in the student development area. Strong interpersonal skills and experience with and commitment to diversity are essential.

Review of applicants will begin January 12 and continue until the position is filled. Candidates should submit a letter of application, along with a curriculum vitae and names addresses of at least three references to:

Dr. Ruth A. Hawkins
VPSA Search Committee Chair
c/o President's Office
P.O. Box 10
State University, AR 72467

UNDER THE PROVISIONS OF ARKANSAS LAW, APPLICATIONS ARE SUBJECT TO PUBLIC INSPECTION.

Arkansas State University is an equal opportunity, affirmative action employer.

UNIVERSITY OF DELAWARE

DEAN

College of Business & Economics

The University of Delaware invites applications and nominations for the position of Dean of the College of Business & Economics, one of a select group of U.S. schools that are fully accredited at both the undergraduate and graduate levels by the AACSB. The College is the second largest of the ten colleges at the University, enrolling approximately 2,000 undergraduates and 600 graduate students who are served by its 90 faculty. Offering undergraduate degrees in accounting, business administration and economics, with concentrations in finance, marketing, management and operations, the College also offers a variety of undergraduate minors. Masters degrees in business administration, accounting and economics, as well as a PhD in economics are offered. The College is committed to increasing the racial and cultural diversity of its student body, faculty and staff. Located in a region where the banking industry as well as chemical and other industries flourish, the College has strong ties with its industry partners and has developed graduate off-site and executive programs to meet specific needs.

The University's attractive main campus is in Newark, Delaware, a suburban community of 30,000 situated midway between New York and Washington. Its 22,000 students include nearly 16,000 undergraduates, 3,200 graduate students and nearly 3,000 students enrolled through the Division of Continuing Education.

Responsibilities: As chief administrative officer of the college, reporting directly to the Provost, the dean provides leadership in the College's academic, research and service programs, building upon its excellent relationships with business, government and alumni. The successful candidate must possess:

- an earned doctorate or terminal degree in a discipline appropriate to the College;
- a record of professional or scholarly activity meriting appointment at the rank of professor;
- a history of administrative leadership, staff development and strategic planning;
- demonstrated communication skills and ability to work cooperatively with the College's faculty, other academic units of the University, alumni, external constituencies and the minority community.

Applications and Nominations: A complete application package must include a statement addressing the above attributes, a current résumé, names and contact information for four references, and any other materials reflective of the applicant's accomplishments. Review of applications will begin February 1, 1996 and will continue until the position, available on July 1, is filled. Applications should be sent to the Chair of the Search Committee:

Dr. Stuart L. Cooper, Dean
College of Engineering
University of Delaware
Newark, DE 19716

The UNIVERSITY OF DELAWARE is an Equal Opportunity Employer which encourages applications from Minority Group Members and Women.

NORTHWESTERN UNIVERSITY

DEAN OF THE COLLEGE OF ARTS AND SCIENCES

Nominations and applications are invited for the position of dean of the College of Arts and Sciences at Northwestern University.

The oldest and largest of Northwestern's 12 schools, the College of Arts and Sciences (CAS) includes 25 departments in the core academic disciplines and 26 interdisciplinary programs. Its faculty of 450 teaches the 3,800 undergraduate students enrolled in CAS and offers liberal arts courses to an additional 3,700 undergraduates registered in Northwestern's professional schools; 950 graduate students are enrolled in master's and doctoral programs in CAS departments.

As chief officer of CAS, the dean oversees an annual budget of over $70 million. The dean reports to the University provost.

Nominations and applications must be received by January 26, 1996, and should be sent to: Secretary, CAS Dean Search Committee, Office of the Provost, Northwestern University, 633 Clark Street, Evanston, Illinois 60208-1101.

Northwestern is an affirmative action, equal opportunity educator and employer.

MIT

McMillan-Stewart Chair

in the Study of Women in the Developing World

MIT's School of Humanities and Social Science seeks an outstanding scholar and teacher for the newly-established **Geneviève McMillan-Reba Stewart Chair in the Study of Women in the Developing World**, to start Fall 1996. Candidates' principal scholarship should focus on the study of women and gender in the Middle East and/or North Africa. Candidates should also demonstrate a strong familiarity with comparative and interdisciplinary approaches to the study of women and gender.

It is preferred that candidates for the McMillan-Stewart Chair be qualified for a tenured faculty appointment in one of the following academic departments located in the School of Humanities and Social Science: Anthropology; Foreign Languages and Literatures; History; Literature (including Film and Media Studies); Music and Theater Arts; Political Science; Science, Technology and Society; Writing and Humanistic Studies. It is expected that the appointee will teach courses in his or her specific department and in the MIT Women's Studies Program.

Candidates should submit a letter of application, curriculum vitae, and the names, addresses and telephone numbers of three references, by **February 28, 1996 to: McMillan-Stewart Chair Search Committee, Dean's Office, E51-255, School of Humanities and Social Science, Massachusetts Institute of Technology, 77 Massachusetts Avenue, Cambridge, MA 02139-4307.**

MIT is an Equal Opportunity/Affirmative Action Employer and encourages applications from qualified women and members of minority groups.

An on-line version of the job description is available at
http://whodunit.mit.edu/mcmillan-stewart/

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

BEST COPY AVAILABLE

Wayne State University

DEAN
College of Engineering

Applications and nominations are invited for the position of Dean of the College of Engineering at Wayne State University.

The University is an urban Carnegie Research University I with 33,000 students (1,643 undergraduate and 1,542 graduate in Engineering) located in Detroit. Fourteen colleges and their associated graduate and professional schools comprise the largest graduate/professional enrollment of any public institution in the country.

The College of Engineering, with 88 faculty, is organized into Divisions of Engineering and Engineering Technology. Engineering has five departments: Chemical Engineering & Material Science; Civil & Environmental Engineering; Electrical & Computer Engineering; Industrial & Manufacturing Engineering; and Mechanical Engineering. Engineering Technology offers an MSET and upper-division programs in six disciplines leading to BS degrees. Last year it generated $8 million in grant and contract research. In addition to 259,000 square feet of research/teaching and office space, ground breaking has taken place for a new manufacturing engineering building that will provide an additional 47,000 square feet.

Wayne State University seeks an innovative individual with demonstrative excellence in leadership and a strong research and teaching background. *Desired characteristics include:*

- Ability to articulate and be an advocate of the goals of the College within the University and to the professional community.
- Evidence of substantial scholarly achievement.
- Proven leadership and the ability to lead in a total quality environment.
- Demonstrated commitment to academic excellence at both the undergraduate and graduate levels and a strong commitment to working on our minority programs.
- Demonstrated leadership abilities including promoting research, training and fund-raising activities with the private sector.
- Experience appropriate for appointment at the full professor level to one of the departments within the College.
- Ability to develop interdepartmental-, intercollegiate- and interinstitutional-focussed research teams.

Starting Date: July 1, 1996

Application: Candidates should submit a letter of application, curriculum vitae and the names, addresses and telephone numbers of at least four references. Screening of applicants will begin on **January 15, 1996**, and continue until the position is filled. Nominations and applications should be sent to:

Dr. John D. Petersen, Chair
Dean of Engineering Search Committee
College of Science
2226 Faculty/Administration Building
Wayne State University
Detroit, MI 48202

Wayne State University is an equal opportunity/affirmative action employer. All buildings, structures and vehicles at WSU are smoke-free. Wayne State University - People working together to provide quality service.

Dean, College of Education
THE UNIVERSITY OF TENNESSEE, KNOXVILLE

POSITION DESCRIPTION

The Dean is the chief academic officer of the College of Education, reporting to the Vice Chancellor for Academic Affairs, and is responsible for development and implementation of educational, research, and service programs of the College. The Dean develops, promotes, and maintains ties with local, regional, national, and international constituencies; represents the College in its relations with the University, its alumni, and State agencies; and works actively to obtain external financial support. The Dean is responsible for the overall operation of the College, including strategic planning, resource management, academic programming, and all aspects of faculty development. The recruitment, development, evaluation, and retention of faculty and staff are a part of the position's responsibilities, and the Dean is expected to provide aggressive and innovative leadership in all areas of academic planning. The Dean must be an advocate for diversity in faculty, staff, and College programs. The Dean must be willing to share the vision and mission recently established by the College and to provide leadership in a manner that fits with the College's collaborative mode of operation.

DESCRIPTION OF THE COLLEGE

The College of Education is in its second year of a major restructuring that has affected teaching and learning, structure and governance, linkages with external constituencies, and interactions among faculty, students, and staff. The College is organized into 11 academic units, with 95 tenured or tenure-track faculty. Approximately 770 undergraduate students are currently enrolled, with another 300 students seeking undergraduate degrees in the College of Arts and Sciences in pre-teaching curricula. In addition, 390 graduate students are pursuing master's, education specialist, and doctoral programs within the College of Education.

The vision is of a dynamic college of professional studies that is in the forefront of efforts to improve education, health, and human services. As set forth in the mission statement, the College of Education is a professional school that promotes critical inquiry, reflection, and social action through interdisciplinary studies. Graduates are prepared to work in a changing and multi-cultural world in leadership roles in educational programs and institutions, health and social institutions, and private and corporate sectors. The College is committed to providing life-long learning for both faculty and students by promoting courses of study that involve students and faculty in academic peer relationships that stress shared responsibility for learning and for the discovery of new knowledge. The faculty is committed to research, scholarship, and creative work that result in superior teaching and service to the community and to the professions. The College is committed to work towards equity and economic and social justice within the University community and throughout the broader society.

DESIRED QUALIFICATIONS: •An earned doctorate and scholarly record to permit appointment as professor with tenure within the College. •Commitment to excellence in teaching, research, and service expected at a major land-grant university. • Evidence of outstanding interpersonal and communications skills. • Proven ability to lead through a collaborative, inclusive, and consensus-building approach. •Demonstrated commitment to diversity, affirmative action, and equal opportunity. •Willingness to share the vision and mission of the College. • Demonstrated ability for strategic planning and responsible budget management. •Evidence of collaborative leadership skills and managerial ability. •Willingness to be actively engaged in fundraising.

Candidates should submit a letter of interest, curriculum vitae, and the names, addresses, and telephone numbers of at least three professional references. Please direct all nominations and applications to Dr. **Marian Moffett, Chair, Education Dean Search Advisory Committee, Office of Academic Affairs, 513 Andy Holt Tower, University of Tennessee, Knoxville, TN 37996-0154.** The Search Committee will begin to consider applications immediately, and the process will continue until the position is filled.

The University of Tennessee is an
Equal Employment Opportunity/Affirmative Action employer.

BEST COPY AVAILABLE

DEAN OF THE COLLEGE OF ENVIRONMENTAL DESIGN

California State Polytechnic University, Pomona

Applications and nominations for the position of Dean of the College of Environmental Design are invited. The College includes four academic Departments: Architecture, Art, Landscape Architecture, and Urban and Regional Planning. **Duties and Responsibilities:** responsible for fiscal management, personnel management, planning and development of the College; stimulation of excellence in teaching, research and scholarship within the College; represents all aspects of the College to external forums. **Required qualifications:** Ph.D. or appropriate terminal degree; an academic record which merits appointment at the professor level; substantial administrative experience. **Date of Appointment** Evaluation of candidates will begin March 1, 1996, and continue until the position is filled. **Salary:** Commensurate with qualifications and experience; attractive benefits package. AA/EOE For expanded position description and application, call (909) 869-2666, or E-Mail RKSANCHEZ@CSUPOMONA.EDU

THE OHIO STATE UNIVERSITY

DEAN OF THE COLLEGE OF BIOLOGICAL SCIENCES

The Ohio State University continues to invite nominations and applications for the position of Dean of the College of Biological Sciences. Ohio State is one of the nation's leading comprehensive research universities. It is situated in Columbus, Ohio, a thriving metropolitan area of about 1.4 million and the capital of the State of Ohio. The dean of the college is administratively responsible for the departments of Biochemistry, Entomology, Microbiology, Molecular Genetics, Plant Biology, and Zoology. The college currently has 98 regular faculty, an annual budget of $18.9 million, research funding of $9.5 million, and a tradition of excellence in teaching and research.

The dean provides leadership of the educational and research activities of the college and works collaboratively with the faculty of the college, the university administration, and other constituent groups both within and outside the University. The dean is responsible for faculty recruitment, for development and advancement of academic programs, administration of personnel affairs, and projection and allocation of budgets for units in the college. In addition, the dean has responsibilities for encouraging and developing collaborations with the College of Food, Agricultural, and Environmental Sciences, the College of Mathematical and Physical Sciences and six health sciences colleges. Further, the University is undergoing a major expansion in the life sciences, including new initiatives in molecular life sciences (which will entail at least thirty new faculty positions university-wide), cancer genetics, plant molecular biology, and biotechnology; the dean will play a major leadership role in these endeavors. The dean reports to the provost, who is the chief academic officer of the University.

A candidate must possess an earned doctorate or its equivalent in one of the disciplines in the college. Additional qualifications for the position should include a distinguished record in research, teaching, and service; demonstrated excellence in leadership and administration; and a clear record of effective commitment to and support of cultural and ethnic diversity and affirmative action. Candidates must have the qualifications for appointment as Professor in one of the units of the college.

The Search Committee will continue to review applications until the dean is selected. Those interested should send a letter expressing their interest and qualifications and a curriculum vitae to the university's executive search consultant:

Jerry H. Baker
Schuyler, Frye & Baker, Inc.
1100 Abernathy Road, N.E., Suite 1825
Atlanta, GA 30328-5660
e-mail: jbaker@mindspring.com

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, Vietnam-era veterans, disabled veterans and individuals with disabilities are encouraged to apply.

California State University, Long Beach

Financial Reporting and Planning Administrator

CSULB is a comprehensive, urban university with an enrollment approaching 30,000 students, and one of the largest campuses in the 22-member California State University System. Located near the ocean in Long Beach, the fifth largest city in California, the 320-acre campus offers a beautifully landscaped, garden-like setting, an excellent physical plant and outstanding instructional facilities enhanced by attractive, innovative, and aesthetically-pleasing architecture and design. Under the strong leadership of a new President, CSULB is aggressively recruiting bright, high-achieving students who seek a traditional college experience, while maintaining its mission of providing access and opportunity for non-traditional populations. With its strong commitment to high-quality undergraduate and graduate programs, CSULB is positioned to become one of the premiere urban universities in the country, and seeks qualified, innovative and diverse candidates interested in exciting and rewarding opportunities.

The Financial Reporting and Planning Administrator will have the responsibility of coordinating and preparing the University's financial statements in conformance with Generally Accepted Accounting Principle (GAAP), as defined by the AICPA Audit Guide for Colleges and Universities. The incumbent is also responsible for the financial assessments of a variety of University funding sources, including University Auxiliary Organizations.

MINIMUM QUALIFICATIONS: Baccalaureate degree from an accredited four-year college or university in Accounting or related field. CPA or MBA preferred; familiarity with GAAP, FASB, and GASB, 4 years hands on experience in preparation of Financial Statements, working knowledge of complex automated financial systems, and excellent verbal and written communication skills. Ability to understand, interpret and apply complex rules. Demonstrated ability to work with an ethnically and culturally diverse campus community.

SALARY: The starting salary will be commensurate with background and experience.

TO APPLY: Candidates must submit a completed CSULB application form, and current Curriculum Vita, and letter of interest addressing the applicant's experience and qualifications by January 25, 1996 to:

CSULB - Office of Staff Personnel Services
Job #354
1250 Bellflower Blvd.
Long Beach, CA 90840-0121

The California State University is an Equal Employment Opportunity/Affirmative Action/ADA employer.

BEST COPY AVAILABLE

UofL UNIVERSITY OF LOUISVILLE

UNIVERSITY LIBRARIAN

The University of Louisville invites applications and nominations for the position of University Librarian. Tracing its roots to 1798, the University of Louisville is a Carnegie Research II, state-supported, urban institution with more than 21,0000 students, 1200 full-time faculty, and a new university president. Louisville has an attractive cultural life and is consistently rated as one of the most livable cities in the U.S.

The University Libraries is an academic unit composed of a central library, a health sciences library, a science and engineering library, a music library, an art library, and a university archives. The unit employees 43 librarians and archivists and 88 staff and contains more than 1,100,000 volumes. The libraries have taken a leadership role in promoting information literacy for faculty, students and staff and in integrating new information technologies into academic information services for the University. The libraries have recently published A New Vision for the University Libraries and are working with a consultant to design a new, more flexible organizational structure that is in harmony with the goals and objectives of the New Vision.

For additional information about the University Libraries, visit the web site at http://www.Louisville.edu/groups/library-www/

The University Librarian has the status of a dean, reports to the Provost and serves as a member of the President's Executive Cabinet. The Librarian provides vision and leadership for library and information services.

RESPONSIBILITIES: The University Librarian provides administrative leadership for the libraries and is responsible for their operational management. The Librarian is accountable for a budget of more than $10 million, provides general direction for overall library programs and services, oversees the application of information technologies in support of library services, coordinates strategic planning for the libraries, promotes strong academic and community relationships, and provides direction for the libraries' development program.

QUALIFICATIONS: Candidates must present appropriate advanced degree(s) and a record of progressively responsible administrative experience in an academic library or a similar environment. Candidates must also demonstrate a clear understanding of the evolving role of the academic research library and evidence of strong and innovative leadership skills. Candidates must have excellent communication skills and be able to establish and maintain effective relationships with administrators, faculty, staff, students and the university's extended community.

HIGHLY DESIRABLE QUALIFICATIONS: successful experience in integrating new information technologies into library services, substantial experience with fiscal management and fund raising, and a record of appropriate scholarship and professional achievement.

Applications from minorities and women are encouraged. The University of Louisville is an affirmative action, equal opportunity employer, committed to cultural diversity.

Salary is competitive and commensurate with experience and qualifications. Review of applications will begin on January 18, 1996. The position is available July 1, 1996.

Send letter of nomination or application, curriculum vitae and the names, addresses, and telephone numbers of at least five references to: **Diane Nichols, Chair, University Librarian Search Committee, Office of the University Provost, 201 Grawemeyer Hall, University of Louisville, Louisville, KY 40292. e-mail: dmnichol@ulkyvm.louisville.edu**

Kutztown University

Biochemistry - Kutztown University invites applications for a tenure-track faculty position at the Assistant Professor level to begin August 1996. A Ph.D. in biochemistry is required along with a strong commitment and demonstrated excellence in undergraduate teaching and research. Primary responsibilities will include biochemistry, some organic and general chemistry (taught at an off campus affiliated hospital), and supervision of undergraduate research. The teaching load is twenty-four contact hours per academic year. Send a letter of application, resume, graduate and undergraduate transcripts, a brief statement of teaching philosophy, research plans, and three current letters of recommendation by March 1, 1996, to:

Chair of Biochemistry Search
Department of Physical Sciences
PO Box 730, Kutztown University
Kutztown, PA 19530

Kutztown University is an Affirmative Action/Equal Opportunity employer and actively solicits applications from qualified minority and women candidates.

UNIVERSITY OF WISCONSIN
EAU CLAIRE

DEAN

COLLEGE OF ARTS AND SCIENCES

The University of Wisconsin-Eau Claire invites nominations and applications for the position of Dean, College of Arts and Sciences. The Dean, who reports to the Provost and Vice Chancellor for Academic Affairs, is the educational leader and chief administrative officer for programs in 19 departments in the humanities, arts, natural sciences, and social sciences.

With nearly 350 faculty and over 4,000 undergraduate majors, the College of Arts and Sciences is the largest academic unit. The College plays a central role in the education of all undergraduate students in the University and is at the center of the University's educational mission to provide a liberal education for all its graduates.

The University of Wisconsin-Eau Claire, with an enrollment of 10,300, offers undergraduate and graduate programs in the College of Arts and Sciences, Business, and Professional Studies (which includes the Schools of Education, Human Sciences and Services, and Nursing). The city of Eau Claire, with a population of 56,000, is located 90 minutes east of Minneapolis/St. Paul and is the commercial, educational, cultural, and medical center of the region.

The Dean is responsible for leading and supporting the College's tradition of excellence in teaching, scholarly activities, advising, and service. The Dean is expected to work with faculty, academic staff, and students to develop curriculum. The Dean should be committed to liberal education and to forging partnerships within the College and among the Colleges in the University as well as with the community. The Dean should be committed to affirmative action, cultural diversity, international education, and interdisciplinary studies.

QUALIFICATIONS:

- An earned doctorate or a terminal degree in an appropriate discipline.
- Demonstrated leadership and managerial ability.
- Evidence of excellence in teaching, scholarly/creative activity, and service appropriate for appointment as a tenured full professor in one of the departments within the College.

MATERIALS REQUIRED:

1. A letter of application including a statement of philosophy of liberal education and leadership style.
2. A résume.
3. Names, addresses, phone numbers, and fax numbers of at least four people, two of whom are full-time teaching colleagues.

Application materials should be sent to:

Search and Screen Committee
Arts and Sciences Dean
Provost/Vice Chancellor's Office
UW-Eau Claire
Eau Claire, WI 54702-4004
Fax: 715-836-2902

Position begins July 1, 1996. Deadline for receipt of nominations and applications is January 15, 1996.

Confidentiality may be requested except for the five finalists.

The University of Wisconsin is an AA/EEO employer and particularly encourages applications from minority and women candidates.

BEST COPY AVAILABLE

Kutztown University

DIRECTOR OF SOCIAL EQUITY AND CONTRACT COMPLIANCE

Kutztown University of Pennsylvania is seeking to fill the position of Director of Social Equity and Contract Compliance. The Director is responsible for the monitoring, coordination, and compliance with all federal, state and university affirmative action and equal opportunity laws, policies, regulations, and guidelines for all categories of employees at the university. The Director will also be responsible for monitoring the university's contract compliance program as it pertains to contractors doing business with the university as well as investigating disputes of social equity issues which includes complaints of discrimination and harassment. The Director reports to the Assistant to the President for Human Diversity.

Qualifications should include
- A minimum of a master's degree required.
- A minimum of three years in social equity/affirmative action preferably in higher education.
- Experience in contract compliance.
- Evidence of leadership style which emphasizes collegiality.
- Evidence of ability to effectively work with members of the university community.
- Experience in working cooperatively with people of diverse backgrounds.
- Experience in program development.
- A proven record of budget development and management.

Twelve month full-time permanent position to be filled on or before May 1, 1996. Starting salary range is $42,803 - $53,504 depending upon qualifications.

Kutztown University of Pennsylvania is one of fourteen institutions of the Pennsylvania State System of Higher Education. With an enrollment of approximately 7,800 students, the university is situated between the cities of Reading and Allentown, Pennsylvania and is within driving distance of Philadelphia, Washington DC. and New York City.

Applications must include a letter of application, resume and a minimum of three letters of reference. Deadline for the receipt of applications is January 15, 1996. Applications and nominations should be addressed to Ms. Doreen Tobin, Asst. to the Vice President of Student Affairs and Director of Special Projects, Kutztown University, Kutztown, PA 19530, fax (610) 683-1520 or by email to agilmore@kutztown.edu.

To request a disability accommodation, please contact Ms. Barbara H. Peters at (610) 683-4108.

Kutztown University is an affirmative action/equal opportunity employer. Minorities, women, the disabled, and Vietnam Era/Disabled Veterans are encouraged to apply.

UNIVERSITY OF WISCONSIN-PLATTEVILLE

DEAN OF THE COLLEGE OF LIBERAL ARTS AND EDUCATION

The University of Wisconsin-Platteville, founded in 1866, is one of 13 comprehensive universities in the University of Wisconsin System.

The newly formed college of Liberal Arts and Education consists of 95 faculty serving the Departments of Criminal Justice, Economics, Fine Arts (Art, Music, Speech, Theater), Humanities (English, Foreign Languages, Philosophy), Psychology and Counseling, Social Sciences (History, Political Science, Sociology, Geography); Programs in Ethnic Studies and Women's Studies; and the School of Education (Elementary, Middle and Secondary Education, Health and Physical Education).

The Dean is the chief executive and academic officer of the College and reports to the Provost. The Dean provides academic and administrative leadership for the faculty, staff and students, represents the College within the University and manages the College's financial resources and external relations.

The ideal candidate must have a terminal degree and possess credentials which could lead to tenure in one of the disciplines represented within the College.

The position begins July 1, 1996 and the deadline for receipt of nominations and applications is February 16, 1996. Send the nominations and applications to:

William Campbell, Chair
Search & Screen Committee for
Dean of the College of Liberal Arts and Education
University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099
Phone (608) 342-1745 or FAX (608) 342-1270
INTERNET - CAMBELLW@UWPLATT.EDU

THIS IS AN ABBREVIATED VERSION OF THE COMPLETE ANNOUNCEMENT.
PLEASE SEE THE *WIHE* WEB SITE AT
http://www.itis.com/wihe
FOR COMPLETE INFORMATION.

The University of Wisconsin-Platteville is an EEO/AA Employer and actively seeks applications from qualified minority and women applicants.

Executive Director
CITI @ Rice University

The Computer and Information Technology Institute (CITI) at Rice University invites applications for the position of Executive Director. The responsibility of the Executive Director of CITI is to develop and implement new programs designed to enhance the purposes and objectives of CITI and o manage the administrative workload of the Institute.

Minimum requirements are a bachelor's or master's degree in Computer Science or related discipline; familiarity with the Institute's research disciplines (computer science, computational and applied mathematics, computer engineering, telecommunications, statistics, computational science); extensive experience with proposal preparation, research fund raising, contract negotiation and research administration, both with government agencies and industry; good communication skills in both technical and administrative subjects; management and/or administrative experience.

The deadline for applications is January 15, 1996 or until the position is filled. Please submit a letter of application, a resume and the names, addresses and phone numbers of three references to: Employment, MS56, Rice University, 6100 Main Street, Houston, TX 77005-1892. Rice University is an affirmative action/equal opportunity employer.

Dean
College of Business Administration
University of Wisconsin - Oshkosh

Applications and nominations are invited for the position of Dean of the College of Business Administration. The College seeks candidates who have a well developed vision of, and can provide leadership for, the College into the next century

The Position

The Dean of the College will be responsible for:

- Recruitment, development, and retention of a diverse faculty, staff and student body;
- Development and management of innovative, progressive and relevant curriculum;
- Working collaboratively with other colleges and the administration to further the University and College goals;
- Pro-actively enhancing and extending alliances with corporations, the community and external funding sources.

Qualifications

The successful candidate will have:

- A PhD or DBA in business or a related field with a record of distinguished teaching and research; or
- Significant corporate experience in an executive policy making position with a commitment to higher education; and
- Excellent leadership skills;
- Knowledge of current trends and practices affecting business education;
- Demonstrated administrative and problem-solving to represent the College to the University system and external agencies;
- The ability to function effectively in a shared governance environment.

The University and Community

The University of Wisconsin is located in the Fox River Valley, a fast-growing technical and industrial area with a population of 300,000. The College of Business is an AACSB accredited institution serving the entire Northwestern and Central Wisconsin regions. A team of 50 highly talented and motivated faculty and staff in the College are committed to offering both BBA and MBA degrees to over 2,000 students. Important programs offered by the College include the Business Development Center, the Asian Business Studies Program, and the Wisconsin Family Business Forum. The University and the College have extensive resources and state of the art computing and instructional facilities to support faculty development and curriculum improvement.

Application Process

The position opens July 1, 1996. Nominations or applications must include a letter of interest, current vita, transcripts and the names, addresses and phone numbers of five references the Committee may contact at a later stage of the search. These materials may be sent to:

Dr. B.S. Sridhar
Chair, Search and Screen Committee
N/E8, 800 Algoma Blvd.
University of Wisconsin Oshkosh
Oshkosh, Wisconsin 54901

The last day for receipt of applications: **January 16, 1996.** The University of Wisconsin Oshkosh is an Equal Employment Opportunity Employer. Minorities and women are encouraged to apply.

BEST COPY AVAILABLE

THE LAST LAUGH

Error is Not a Four-Letter Wrod

All of us have been taught to do our best at whatever we may be involved in, a message we women find especially compelling. (My father's motto: "Do your best, and the hell with the rest.")

Many of us take the message to the extreme, resulting in an obsessive quest for perfection and devotion to detail, and eventually, to total paralysis. (If you don't do anything, how can you do anything wrong?) The Catholic church has both sins of commission and sins of omission.

Conversely, men seem less hung up on the need for perfection, and are willing to adapt their standards to the resources available. If the optimum time, money or information is not readily available, they are perfectly willing to settle for whatever they can get with a minimum of hassle.

Their answer, accompanied by a shrug, is something like, "So it's not perfect. What's the big deal? Somebody can always go back and fix it up."

I believe the expression "close enough for government work" must have originated with someone with a Y chromosome.

The Permanence of the Printed Page

Nowhere does this issue manifest itself more clearly than on the printed page. Having two degrees in journalism and a lifelong commitment to the print medium, I have been hard-wired to freak at the observation of typographical errors, fondly known as typos. I agonize over each issue.

Each *WIHE* article goes through the computer spell-checker, a copy editor and three proofreaders.

How then, you ask, can I be responsible for a publication in which each issue routinely contains a handful of typos? Does this not indicate a sloppy attitude toward the final product? And if the final printed product is flawed, does this indicate a lack of quality throughout the publication? Are writers and editors less than devoted to the relentless pursuit of the truth? Can their words be trusted?

My response to this line of questioning comes after having published 48 issues, lying awake nights wondering whether her name should be Elisabeth and I spelled it Elizabeth, and waking in a cold sweat worrying over whether I remembered to enter a credit card payment so that a subscriber would get this month's issue.

I've decided that perfection is an excellent goal but a lousy standard.

Here's how I rationalize those inevitable typos: Each issue of *WIHE* has about 13 pages of editorial copy, with about 1,000 words per page. If each word averages six letters, that's 78,000 chances to err per issue, not including the job ads.

But society has trained us to notice what is *wrong*, not the 77,995 letters that are *right*.

If none of us acted until we were absolutely sure we could do it perfectly, very little would get done. It's not a matter of not making mistakes, but learning from the mistakes and moving on ... lighting one candle rather than cursing the darkness.

We admit the publication is far from perfect. But when a reader says it has helped her solve a problem, or adjust an attitude, or see that other women on campuses across the U.S and Canada face the same or worse problems, we think lighting our little candle each month is worthwhile.

In short, it's better than nothing, which is what you would have if we published only what was perfect. Even if we had 10 pairs of eyes inspecting the final version, would they catch every last error?

Rather than beating ourselves over errors, we resolve to learn from them, paying a little more attention to phone numbers and headlines.

And, we resolve for 1996 to celebrate and rejoice over our success. More about that below.

Mary Dee

★★★★★★★★★★★★★★★★★★★★★

Come Celebrate with Us!

January 12, 1996 3-5 p.m.
at 1934 Monroe Street, Madison WI

You Are the Wind Beneath Our Wings

as we celebrate our 1995 successes together:

- More than 2,500 subscribers
- Four years of monthly issues
- A 49% increase in position ads
- Our new World Wide Web site
- Being told we "make a difference"

For arrangements, call Ben at Travel-Ease (800) 554-8728

JOIN THE NETWORK, IMPROVE THE WORLD OF WOMEN

☐ YES, I want a stronger voice on campus. Start my one-year subscription.

☐ I've enclosed $66, saving $7 from the $73 introductory price. (Canada $76 U.S. $)
☐ Bill me $73. (Canada $83 U.S. $) Signature ______________________
☐ Credit Card ___Visa___MC
Number ______________________ Expires _______ Signature ______________________
Name ______________________ Title ______________________
School ______________________ Address ______________________
City ______________ State/Prov. ________ ZIP/PC ______________ Phone (_____) ______________

Send to: ***Women in Higher Education,*** 1934 Monroe St., Madison WI 53711 E-mail: women@wihe.com
Phone (608) 251-3232 FAX (608) 284-0601 Fed ID # 39 -1711896 January 1996

Printed on Recycled Paper with 100% Soy-based Ink

WOMEN IN HIGHER EDUCATION

FEBRUARY 1996
Volume 5, No.2

Downsizing Integrates Work/Family Issues on Campus

Last fall, the College and University Personnel Association's *CUPA Journal* reported on Ohio State University's exemplary work/family program. Today, the program no longer exists.

What happened?

The work/family program fell victim to a restructuring motivated by budget concerns, says Rhonda Benedict, administrative associate in OSU's Office of Human Resources."Some pieces of the program were dropped," she says, "though pieces of it have been picked up by other units."

The program's demise surprised no one. As a separate entity, this type of program is "easy to cut off," Benedict says. Although the program ended "because of budget issues, restructuring was in line with our philosophy ... A separate entity was appropriate five years ago, but not now."

'Goal Was to Become Extinct'

From when OSU set up its dependent care office in 1991, Benedict reports, "the goal was to become extinct," because in order to realize a true culture change, you need to "move into the fabric of the organization, into the departments."

Now operating from the human resources office, Benedict believes that some problems "can only be solved at the department level." In addition to helping the departments understand their role differently, her office works "to make sure that university policies are not barriers, and to reshape the institution through policies."

Although OSU is moving away from direct service to students and employees, a big exception remains: It still provides the largest child care center on a U.S. campus, serving 300 children.

Work/Family Campus Services Growing

Despite OSU, work/family services will become more the norm than the exception on most campuses, says Leslie de Pietro, director of Family Care Resources at the University of Michigan-Ann Arbor and co-president of the College and University Work/Family Association (CUWFA).

"A dramatic increase is expected in the next five to 10 years," she notes in the fall 1995 *CUPA Journal*.

"For many campus employees, the time versus money equation is changing," she told *WIHE*. "They ask how much time they can find in their hectic lifestyles to spend with their families, and are willing to trade off money for flexibility and time."

At the huge Ann Arbor campus, Di Pietro plans to start a pilot project on telecommuting, as a model that other units could replicate. It will be in the division of Information and Technology.

Families are Important

CUWFA co-president Kathy Simon, who is administrator of the Massachusetts Institute of Technology's Family Resource Center, agrees the topic is hot, though programs "may not always be called 'work/life' or 'work/family' services."

According to Simon, work/family issues are a way of understanding what's going on in the workplace. "Whether they're centralized or decentralized, policy or service focused," she says, "work/family programs won't disappear."

Work/family issues have become hot not in spite of budget cuts and downsizing but because of them, Simon and others believe.

Especially when they're provided piecemeal on campuses, the services for the elderly, part-time employees, telecommuters, and people with special needs are not always all viewed as work/family support. This may be a positive development.

Initially, de Pietro says, campus work/family commissions were made up exclusively of women, so their efforts may have been dismissed by some as just "a women's issue." That's not the case now.

She stresses that in "seeking allies on campus, it is important to resist the stereotype that family care is a

What You'll Get Inside:

Downsizing integrates work/family issues 1
Smith's Simmons, on being elite school prez 2
Newswatch: Gendered politics at work 3
Negotiating for a better starting salary 5
Ivies start to get it in valuing women 6
How black women get tenure at white schools ..8
Males cheat, women & sexism, res hall role 10
Is the grass greener outside of the academy? 11
Why schools choose women as leaders 13
27 campus jobs seeking women candidates 14
How do you measure success? 24

women's issue... males can prove to be extremely good allies." And, she adds, "There also are female managers who decidedly are not allies!"

Dana Friedman, co-president of the Families and Work Institute (FWI), has promoted a life-cycle approach to work/family issues, encompassing the life stages of both women and men from the time they enter the work force — young and usually single — until they retire.

National Groups Back Work/Family

Within the past decade, several national groups have formed to address work/family needs.

Dana Friedman and Ellen Galinsky founded the non-profit FWI in 1989 to research, serve as a clearinghouse, and offer strategic planning and management training to all types of organizations.

FWI is working with CUPA to survey "family friendly" policies on campuses. Funded by 19 schools, the project will provide a "Family Friendly Index" that schools can use to benchmark their own progress in serving students and staff. It is due out in July.

Kathy Simon says the FWI/CUPA survey "will have an impact" on campus work/family services. When it comes to recruiting students, faculty, and staff, "universities have competed on the basis of benefits and quality of life issues," she notes. Many schools already use their family/work services as a marketing tool in recruiting staff and faculty.

Even in the '60s, Simon explains, colleges and universities were publicizing child care and other specific programs. Now they're putting "a new spin on it" — repackaging their inventory of specific services into comprehensive work/family programs. This is relatively inexpensive, she says, and responds to "what people are now clamoring for — supervisor training, new management techniques, and new ways of defining work."

Simon has watched the work/family profession evolve for close to a decade, from its roots in child care services. CUWFA was born in 1994 out of the National Campus Work/Family Network — an e-mail network of campus women seeking to share information on policies and programs related to work/family issues. That network sprang from the National Child Care Coalition, formed by a group of women attending the group's conference.

CUWFA helps integrate work and study into family/personal life on campuses to help create a healthy and productive environment for all. It offers professional support, a national conference, and info on emerging work and family issues.

Other national organizational resources include CUPA, which now has a woman president — Barbara S. Butterfield, vice president and director of human resources at Stanford University — and the Association of Work/Life Professionals, which focuses on the professional development of its members, chiefly through workshops, directories, and mentoring and networking opportunities.

The work/family profession has grown in an era of downsizing, streamlining, and collapsing programs, Rhonda Benedict says. Many groups now "must use resources more efficiently," she says.

At the same time, "the work force is changing," on both academic and corporate sides, and employers must adapt to its needs.

–DG

To learn more, contact: 1) Kathy Simon, Family Resource Center, Massachusetts Institute of Technology, (617) 253-1592; Fax: (617) 253-2609; Email: ksimons@MIT.edu. 2) Rhonda Benedict, Office of Human Resources, Ohio State University, (614) 292-8993. 3) Cathy Rimsky, Families and Work Institute, NYC, (212) 465-2044 ext. 229; Fax: (212) 465-8637. 4) Karen McKechie, Association of Work/Life Professionals, (800) 874-9383. 5) Leslie di Pietro, Family Care Resources, University of Michigan, (313) 998-6133.

Smith's Simmons: Being First Black Prez of Elite School 'An Accident'

Returning to her roots in a poor, segregated school system in Houston, the new Smith College President Ruth Simmons downplayed her choice as the first black to head an elite, private school.

"It was an accident of history. Somebody was going to do it. It just happened to be me," she said.

She observed private colleges are less likely to hire blacks in the very visible role of president because of "a great nervousness" in fearing their alumni would not accept a woman and a black.

Simmons found the Smith campus to be "very accepting of me," including a 15-minute standing ovation at her inauguration in September.

Speaking of her public system in Houston, Simmons said, "It had teachers who cared about kids. That's what will save schools, not computers."

In Houston to address a local fundraiser, she called for less emphasis on paperwork, tests and lesson plans. "We are losing sight of the fundamentals of education, that is, the teacher and the student," she said.

Simmons also urged schools to concentrate more on educating females, as they do for males, notes the *Houston Chronicle* of November 11, 1995.

WOMEN

Editor and Publisher: Mary Dee Wenniger
Copy Editor: Barb Brady
Contributors: Melanie Conklin, Doris Green, Dianne Jenkins
Technical Editor: J. A. Vosen
Career Connections: Mary Zenke
Mission: *To enlighten, encourage, empower and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.*

Women in Higher Education is published monthly twelve times a year by The Wenniger Company. Editorial offices and subscriptions: 1934 Monroe Street, Madison WI 53711-2027. Phone (608) 251-3232. Fax (608) 284-0601. Annual subscription rates: $79 US, $89 Canada (US funds), $99 elsewhere. Copyright 1996 by The Wenniger Company. All rights reserved. Photocopying is illegal and unethical. Write or call for discounted multiple subscription rates. Second class postage paid at Madison WI. POSTMASTER: Send changes to ***Women in Higher Education***, 1934 Monroe Street, Madison WI 53711-2027. ISSN: 1060-8303. *WIHE* Web Site: http://www.itis.com/wihe

NEWSWATCH

U of Alabama Airs "Showgirls" Over Objections by Governor, 44 Lawmakers

More than 1,000 students and community members got to see "Showgirls," the controversial sex movie that was virtually banned elsewhere in Alabama except at the Birmingham student center.

The movie reportedly is sexually degrading to women, including a very realistic gang rape.

"There was not a hitch, no problems, no protesters," the student affairs office told *WIHE* about three showings on the January 12 weekend.

VP for Student Affairs Virginia Gauld said the student film committee had chosen the film, and an ad hoc Controversial Films Committee approved it. "...the University believes you have to have a forum for debate. It doesn't mean I personally endorse it, but I certainly endorse the right to debate," she said.

A bipartisan group of 44 legislators signed a petition asking the school not to show the film.

"We do not need to be feeding the minds of our students with this kind of trash, which will likely cause irreparable damage to some innocent victim," said State Senator Bill Armistead.

The Birmingham campus was the scene of two violent assaults on women students in November and December, including one attempted rape.

In response, the University asked students not to walk across the Quad "in the wee hours" of the morning. The attacks were 10 p.m. and midnight.

Reports are from *The Birmingham News* on December 17 and 20, 1995 and January 10, 1996.

Vanderbilt U Budgets $2.5 Million to Study Gender, Sexuality & Religion

Sex and religion inevitably cause controversy. Consider: Abortion. Homosexual rights. Ordination of women. Divorce. Clergy misconduct.

At Vanderbilt University's divinity school in Nashville, the touchy issues that have divided churches will be the basis of a new program, which the school expects to create a civil and productive dialogue of public conferences, scholarly debates and publications.

Based on "respectable scholarship" by both sides of the debates, the discussion will present all viewpoints, says Joseph C. Houge, Jr., dean of Vanderbilt's divinity school.

Financed by a gift of $2.5 million over five years, the program is expected to hire a senior faculty member and be up and running by this fall.

Why would the seminary open a can of worms over issues that have caused so much controversy? "Part of the role of a divinity school is to help bring clarity to issues important to the life of churches," Hough says.

The divinity school of 300 students is known for supporting women's ordination and gay rights.

Information from *The Birmingham News* on November 24, 1995.

Consensus Resolves Controversy Over Selecting New Prez at SUNY-Geneseo

It had all the makings of a classic brawl: the faculty vs. the trustees. The trustees' choice was an outsider, a woman with strong fundraising and administrative experience, while the faculty was more comfortable with one of its own, the acting president. Strong words and feelings came out.

Into the fray stepped Mary Luckern, chair of the Geneseo State College council that backed Suzanne Woods, former VP for academic affairs at Franklin & Marshall College PA, as its 12th president.

Luckern also heads the presidential search committee, an internal group backing the college's interim president and provost, Christopher D. Dahl, as its top candidate for the post.

On January 8, the two groups met together, 20 people in a room and two more via speakerphone. They agreed to back Dahl for president.

"The objective was to reach consensus," Luckern said, to resolve the issue at Geneseo rather than let those at SUNY system at Albany make the decision. "Not all are exuberant over the outcome, but we agreed to accept it and live with it," she told *WIHE*. "Geneseo has a high reputation, and we needed to keep it moving along and dispel the problems and unhappiness" caused by the disagreement between the council and the search committee.

Although the SUNY board of trustees actually will make the appointment, it's a done deal.

Finalist Suzanne Woods, who last fall withdrew one day before she was to become president of Wooster College amid hints of lesbianism, has a strong background as an administrator and a fundraiser. But the local guy won out.

Both groups also agreed that the Wooster College situation incident was not a factor.

From *The Buffalo News* on December 11, 1995 and *Rochester Times-Union* on December 24, 1995.

Marble Minis of Campus Buildings Raise Funds for Berry College Museum

In an era where bigger is better, the Daughters of Berry are raising funds to restore part of the Martha Berry Museum's campus art collection by selling two-by-two inch miniatures of ten buildings on the Rome, Georgia, campus.

The philanthropic group arranged with Richard and Julie Ruth, owners of Marble Mountain Creations, to create 500 of the marble replicas of each building. Five buildings are already done, with five to go. A popular wedding site, the chapel got 800 copies. At just $10 each, some are already sold out, says the

BEST COPY AVAILABLE

campus bookstore handling sales.

The process begins with several photos of each building, from which Julie Ruth constructs a clay model, complete with details a casual observer may miss. Then they make a mold, fill it with a mixture of pulverized marble and epoxy, and hand-paint the model to match the original color.

Leaders hope the program will enable them to have the art collection restored by the year 2002, when Berry College celebrates its centennial.

College founder Martha Berry organized the Daughters of Berry in the 1930s for philanthropy, notes *The Chattanooga Times* of January 11, 1996.

STAYING TUNED...

Judge Rules on 'Arrogant Ignorance' By LSU Athletics

Five athletes suing Louisiana State University for gender equity won their case, and Judge Rebecca Doherty gave the school 20 days to come up with a plan to remedy the discrimination.

The athletes' lawyer, Lawrence Ashe of Atlanta, predicted that Doherty's 108-page ruling means other schools in the Southeastern Conference and Atlantic Coast Conference "are high-profile, ready targets for Title IX enforcement actions."

"LSU's approach suggests ignorance of the changed social fabric in this country," Judge Doherty wrote. "LSU's outmoded approach to athletics includes antiquated assumptions about women's athletic interests and abilities."

Describing athletic director Joe Dean's opinion of the women's program as a "wonderfully created arrogance," she said it "has been – and continues to be – undaunted by facts which suggest otherwise."

The department's basic problem, she says, is that, "Seemingly, the university remains unaware that females who participate in varsity sports are athletes who happen to be female and not females who happen to wish to be athletes."

Although LSU started men's varsity athletics in 1893, varsity athletics from women didn't start until 1977. Its women's softball team was ended in the 1980s, reportedly because of lesbians on the team.

In 1993, LSU promised to start soccer and softball. A soccer team did start in 1995, so Judge Doherty rejected the soccer part of the lawsuit, but ruled on the rest. She is an LSU graduate, according to the *Wisconsin State Journal* on January 13, 1996.

Community Service, Teaching Win Tenure For Florida Atlantic University Professor

In what may be the first and certainly the most public case of its kind, Cecilia Campoverde won tenure last spring after a bitter fight over so-called "standards" at the Boca Raton school.

Now her success has led the new Florida Gulf Coast University, set to open in 1997, to offer faculty options of going for tenure or a multi-year contract.

And state regents are considering other tenure changes, including options of two separate roads to tenure, publishing or service/teaching, for faculty at all public state schools.

She Does It, Doesn't Just Talk About It

Over her six years as a faculty member on campus, Campoverde helped start three community service organizations, serving migrant farm workers and autistic children and their parents.

She considers this work far more valuable than just writing a book that is "read by you, my students, a few of my colleagues, and that's it."

Instead, she conducts "action research," which traditional colleagues fail to recognize as valuable, except for a few key champions. Two of them happen to be the school's president and a trustee .

A Few Can Make a Difference

Campoverde had been denied tenure twice in her social work department for lacking publications, but got high praise by students and the community.

Trustee Steven J. Uhlfeler, who calls himself "not a big fan of tenure" but wants to be sure it is awarded equitably, read of her in a newspaper article. He says the decisions to deny her tenure, made by male faculty, made him question "who's driving the bus."

Florida Atlantic President Anthony J. Catanese recommended her for tenure to the board, despite her department not recommending her tenure. He said, "Cecilia became the test case that proved that I am serious about alternative paths to tenure."

New Role of the Research

In some ways, Campoverde has reversed the role of the academic researcher. What she refers to as her "action research" involves getting an idea and just doing it in the community. More traditional models involve the academician getting an idea, and then (with luck) inspiring another to take up the cause and actually put the theory into practice.

The next step in Campoverde's research is the traditional researcher's first: to write about it. At the urging of President Catanese, she's now writing seven papers about her experiences.

Catanese says the writing is not for the benefit of her discipline or because it is expected, he says, but, "it would be a great shame for the insights she has gained over the years to leave the profession with her when she retires." She's "over 50."

Traditionalists Object

The Chronicle of Higher Education on December 8, 1995 quoted several male colleagues' complaints about the decision. Nicholas D. Richie, an associate professor of health administration, resigned from the promotion-and-tenure committee over it.

IN HER OWN WORDS

Overcome Gender Bias by Developing Negotiation Skills

By Cheryl Thompson-Stacy, EdD, Associate Dean
Mount Union College, Alliance OH

For my EdD dissertation in education leadership at the University of Sarasota FL, I interviewed 20 of the 22 top women administrators in a midwestern state's community college system.

They were deans, VPs and presidents at two-year community colleges, with ages ranging from 32 to 58 and averaging 47.4 years. About 65% had been in their current jobs for less than five years.

Since the dissertation was on strategies to overcome gender bias in higher education, they spontaneously identified areas of gender bias they had encountered. Tops on their lists were gender gaps in salary and lack of career advancement opportunities.

In fact, 60% of the respondents believe they are or have been paid substantially less than their male colleagues with similar academic credentials and work experience. And 100% of the respondents believe improving negotiating skills is one of the most effective strategies to overcome salary gaps based on gender.

Most women I spoke with had taken jobs at new colleges in order to substantially increase their salaries.

Negotiate, Negotiate, Negotiate

Even at the level of dean, VP or president, 80% of the women I interviewed did NOT negotiate the starting salary for their current positions. Although they did very well in negotiating for subordinates and for financing for their department, they did much less in getting more for themselves.

Why? Most said they had no training at negotiating and felt uncomfortable with the idea of asking for something for themselves. Many said they were so happy to be offered the job that they were thrilled to accept whatever salary was offered.

Others compared their previous incomes as adjunct professors or grad students to the salary offer, and concluded that the salary was adequate.

Those in hiring positions themselves agreed that males do a much better job of self negotiation. One woman who has hired about 25 women in her career said that, "Of the 25, only one asked for more money, and she got it." She had also hired about 25 males, of whom 20 asked for more money.

They noted that women who ask for more money are not automatically disqualified for the position or dismissed as "greedy." On the contrary, they may have gained new respect for valuing their own skills. Even if they could not get a higher salary offer, they still had the option of accepting or declining the job. Or negotiating for other benefits.

You'll Never Catch Up

Once you accept a position at even a few thousand dollars less than the going rate, you'll never catch up. Because most schools give across-the-board percentage raises each year, one who starts at a lower salary will just fall further behind each year. At retirement time, a lower salary during your career results in less to live on.

In fact, most women I spoke with had taken jobs at new colleges in order to substantially increase their salaries, knowing they could never get such dramatic increases in salary at their old schools. That's why 65% of the respondents had been at their current jobs less than five years.

Five Years of Gender Bias

One outrageous example occurred when a woman was asked to take over the job duties of an administrator who had left. The position was not being filled at the time due to "financial concerns."

For FIVE YEARS she performed both jobs, with no extra pay. At the same time, a male colleague was asked to chair an important committee (similar to an NCA self-study). He asked for extra pay, and that it be added to his base pay. He got it.

Later, she said, "It never occurred to me to ask for more money for doing two jobs, and it never occurred to my male colleague NOT to ask for more money for taking on an additional assignment."

Suggestions to Negotiate

From these 20 women, here are some ideas to improve the starting salary at your next job:

1. Never accept a job offer on-the-spot. Schools don't expect you to; they'll give you at least a few days to decide. More than 75% of the women I spoke to had made this mistake, to their dismay.

2. Use that time to benchmark, or find out the salaries of people in comparable jobs in this and other institutions.

Sources of the information are the human resources department of the schools, the College and University Personnel Association (CUPA) salary survey reported each spring and distributed to member HR departments and reprinted in *The Chronicle of Higher Education* and in short form here.

Ask around. Women who did benchmarking expressed surprise at the cooperation by their counterparts at other institutions. They were happy to discuss their salary range. Keep in mind other variables such as the real job duties, size of school, geographic region and other important factors.

At public schools, this data is public information and should be more easily available than at private schools, which tend to be more, well, private.

3. Call back the person making the offer. If it seems in line with prevailing salaries, ask for a few thousand more, just for the practice. They'll do it.

If it seems out of line, say something like, "The job sounds interesting and it looks like a good fit. But I'm concerned about the salary offer. I have checked at other schools and found out that the prevailing salary is more in the range of ...." Or, discuss what special skills you bring to the job.

The woman with the highest salary of all respondents said, "I never accept the first or even the second offer that I'm made."

Keep her attitude in mind, even when you're offered the job of your dreams. Don't let your excitement cause you to accept less than a fair salary, lest you be in the job market again soon, looking for a better salary. ◆

Even the Ivy League Schools are Starting to 'Get It'

When you think of cozy academic spots for women, Ivy League schools do not readily come to mind.

With an older, established faculty traditionally disinclined to embrace new ideas and styles, these elite schools harbor many men and women who honestly feel it is their duty to enforce the age-old standards and norms they were educated under. Some feel any deviation is a dilution of standards, and a travesty to those coming after them.

But there's hope, even among the Ivies.

At the University of Pennsylvania, alumna Judith Rodin became president July 1, 1994, the first woman to head an Ivy League school.

"She's the product of a system that had a substantial number of women in the highest levels of administration," according to Nancy Streim, associate dean of the graduate school of education.

Of Penn's top 28 administrators, including all VPs and provosts, 10 are women. "There are women in places you might think are the bastions of maledom," Streim says. "It's been a welcoming climate for women."

She cites several factors in Penn's success:

- The administration has long been "very sensitive to women in leadership positions."
- Two very strong women executive vice presidents set the stage for others to follow.
- Penn made an effort to bring in women deans.
- Women are committed to bring others along, and to send them to leadership development programs.

In sum, "The feeling here is that if you're a woman and good, the sky's the limit," Streim says.

Dartmouth & Brown Get It

Like Penn, both Dartmouth College and Brown University (with five and six of their top 16 positions held by women, respectively) have many women in top leadership positions.

When it comes to breaking the glass ceiling, however, the other Ivies don't fare nearly so well.

At Harvard, Princeton and Yale, women hold about 16% of the top positions. At Columbia, it's 20% and at Cornell, a dismal 10%.

Numbers like these have forced many women administrators to take a more grass-roots approach to improving the status of women on campus.

Programs with a solid representation of women or that are woman friendly, like child care or affirmative action offices, have pushed from the bottom and sidelines to improve life for campus women.

Joycelyn R. Hart, associate vice president for human resources at Cornell, oversees an annual report on the status of women, American Indians, Asian Americans, blacks, and Hispanics on campus. Besides showing the numbers of women and minorities, the report inventories all support programs and reviews recruitment and retention information for all major university offices.

Some Cornell programs are noteworthy. The Cornell Interactive Theatre Ensemble, for example, teaches audiences to solve problems related to sexism, harassment, bias and other issues.

GET REAL

How to Help Your Campus Value Women

1. **Admit that what's different from your usual style/model/reaction is not, by definition, wrong.** It's just another viewpoint. Don't automatically reject it because it's new. Taste it, chew on it and let the juices flow before you swallow it. If you find you must spit it out, do so discreetly.

2. **Aim for objectivity in evaluating new techniques** in research, publication and service. For example, all research was quantitative 20 years ago, yet today's qualitative research opens great opportunities for understanding behavior.

3. **Recognize there is no such thing as truly objective standards in *anything*.** All our pre-conceptions are based on the cultural norms learned long ago. And you can rise above them if you try.

4. **Differentiate between differences in substance and style.** In a male-dominated culture, "collegial" may mean going out for a beer on a Thursday afternoon. A woman with childcare limitations may be unable to join you. Does that make her "uncollegial?"

5. **Make sure your decisions consider the common sense and logic of your peers,** not just the experience or way-it's-always-been-done by your superior. Most people are educable to some extent if presented with facts and alternatives.

6. **Eschew competitive models as the only way** to interact with colleagues, female or male. The competitive model is based on the narrow-minded "scarcity of resources" doctrine. Leaders have found that the best model for long-term success is a win-win proposition, where each side gets what it wants and needs. To participate, it's important that each person identify her or his wants... and needs.

7. **Treat women colleagues** as you would have others treat your wife, daughter, sister or mother.

"Letters from Eunice" is an online column dedicated to diversity issues. The name refers to a letter Ezra Cornell wrote to his granddaughter, affirming his intention to open his university to women. The column is a spinoff of "Dear Uncle Ezra," which addresses many student concerns.

Most Ivies have made some effort to serve the special needs of women students, prospective students, and most grad students. Students in the professions, however, don't always fare as well.

Although women now earn 47% of all PhDs, women students in schools like law and business report encountering very unfriendly climates.

A recent study showed law schools at Harvard, Yale and Penn rank near the bottom of the list of 168 when it came to accommodations for women, with few women faculty, staff, and students (see *WIHE*, December 1995). And despite Dartmouth's overall success in recruiting women students and faculty, its business school has made little progress recently. (See accompanying article.)

What About Women Faculty?

Across all types of U.S. institutions, the number of women faculty and those with tenure has changed little in the past decade. Just under one third of all faculty are women, compared to 27% in 1982. And 46% of those women had tenure, the same percentage with tenure as in 1975.

But the percentage of women faculty at most Ivy League institutions -- though still not high -- has been increasing. Consider:

- At Brown, more than one quarter of the faculty are now women, up from one fifth in 1988.
- Dartmouth boasts almost one quarter women faculty, with 28% of them tenured. About 36% of the male faculty have tenure.
- At Yale, 23.1% of all faculty are women, up from 21.5% four years ago.
- At Cornell, the faculty is 18.7% women, which is better than in 1986-1987, when it was 14.0%. And almost one third of Cornell academics promoted and tenured last year were women.

And How About Women Staff?

Judi Braman, assistant VP for medical external affairs at Brown, says the climate for women is "very different if you're a faculty member. For faculty, women's issues have been on the front burner for some time, but staff get lost."

That's because, she says, "it's easy to see we need more senior level faculty and tenured faculty," but the need for more women in senior level administrative positions is less obvious.

"It's become a cliché," Braman says, but "the pink ghetto exists. You see women in staff positions up to a certain level, then it starts to shift" and there are more men in the higher level positions. "I do think there's a glass ceiling in higher education and at Brown."

One reason is that there's no union or umbrella organization. "We're so decentralized," she says, that it's difficult for "women who are not faculty to encourage the institution to promote and advance women."

Although there are a lot of groups for women at Brown, Braman doesn't see them as a vehicle for getting ahead in her career. "There's a sense you'll be stereotyped and not taken seriously."

And since many of the women who join the campus groups are at the level of administrative assistants and secretaries, she says, the group tends to be "driven by the ranks."

Women in different positions at different levels in the institution "need different things," Braman notes. "There's not a lot of bonding of women at all ranks."

Braman meets her own needs by joining national groups, like the Council for Advancement and Support of Education and the Association for American Medical Colleges. "You want to expand your own vision" she says, "beyond your own institution."

Like the other women interviewed for this article, Braman is generally upbeat about the status of women at her own institution. "We're more progressive than some of the other Ivies," she says, "but there's still a lot to be done, by both Brown and the women in management here at Brown."

"We've come a long way, but we have a long way to go. And women have to take more of the responsibility for their own success."

–DG

Contacts: Nancy Streim, The University of Pennsylvania (215) 898-6456; Judi Braman, Brown University (401) 863-3232; Mary Munter, Dartmouth College (603) 646-2369.

Advice from Inside Dartmouth

Dartmouth College has the highest percentage of tenured women in the Ivy League. So why does its Tuck School of Business have only one tenured woman in a faculty of 32, among the lowest ratio of women faculty at leading business schools?

Mary Munter, professor and former associate dean at Tuck, offers some reasons below, to help colleagues at other schools learn from what she sees as Tuck's mistakes. She writes:

1. Concentrate on retaining, not just hiring.

We have been fairly successful at hiring women some years. I believe our current and past deans have genuinely supported hiring women. For example, five years ago, we had hired six tenure-track women faculty. Today, only one of those six women is still here.

When I think of all the time and effort we have spent on recruiting, in retrospect, we should have spent our efforts at thawing out the "chilly climate" here. I mean mentoring and dealing with devaluation of women, communication miscues and various micro-inequities.

This quotation from *The Girls in the Balcony*, Nan Robertson's book about women at *The New York Times*, speaks to our condition:

> *We are drowned out, not listened to, we are dismissed, passed over. It makes me crazy. The men running the* Times *now truly do not believe themselves capable of sexist feelings... But they are still looking for, and are only comfortable with, people in their own image — in other words, white men. They have a joking camaraderie that walls us out.*

We should have concentrated on breaking down those walls, not just getting women here and letting them self-destruct against the walls.

2. Concentrate on raising awareness, not just raising numbers. I was impressed with Rosabeth Moss Kantor's hypothesis in *Men and Women of the Corporation* that a group is powerless and unheard until its numbers outgrow tokenism, and it becomes a critical mass, say over 20%.

Many of us worked hard for years in an effort to reach that magical critical mass. Now, I'd say that the number of women *per se* is far less important than I used to think.

I'd rather have men who will support women as equals, instead of women who will not actively support other women.

Of course, institutions must deal with both of these issues, but I used to think you couldn't raise awareness without raising numbers. Now I think you can't raise numbers permanently without raising awareness.

–Mary Munter

Tenured Black Women Survive the White Research Academy

"I was in a community college," Mary V. Alfred told the group, "and I thought you all were so much better off at the research universities. Ha!"

Having interviewed five women for her EdD dissertation, she found out why black female faculty make up only 1.2% of the total faculty in U.S. predominantly white research universities, (National Study of Post Secondary Faculty, 1994).

Alfred, whose doctorate is from the University of Texas - Austin in 1995 and is an instructor at Central Texas College, conducted five case studies of tenured black women from major, mostly white, research universities in the southwestern United States. She presented at the 9th annual Women in Higher Education conference in El Paso last month.

One of the most surprising findings, says Alfred, is that these women attributed the stress in their lives to being professors and managing all the work it entails, and to being women, much more so than to being African-American.

These women are surviving - and thriving - in the white male dominated academic culture because they are clear about who they are and what they want, and they figured out how to get it. And they used their differences, as women and as African-Americans, to their advantage. They also use their experiences as learning tools for later. They say:

1. Know who you are.

There is an African proverb that says, "If you don't know who you are, anyone can name you." The women Mary Alfred interviewed create positive images of themselves as black women who are capable of existing in two cultures. They reject others' stereotypes or perceptions of them as tokens, which could stop them from being who they are.

As Jean says: "I won't allow myself to feel marginal... You don't want to talk to me, I don't want to talk to you and I mean it. I can keep my distance and I can sit in a meeting and not say anything and still feel secure about what my real job is."

She adds, "This notion of being a token, I don't buy that. Not that people don't see me that way, probably my colleagues especially here at this university. But I've paid my dues, and I feel pretty secure about what I do."

Another participant, Sara, said "I just refuse to be what people want me to be.... A lot of times, I don't feel necessarily that I fit in. You almost have to force yourself to stop being self-conscious about that and view it really as their problem. I do not allow myself to be marginalized by this other group because it's their problem, not mine."

At meetings or other times when negative forces threaten to overcome them, the women spoke of a "visceral detachment" that allowed them to survive and still feel good about themselves.

Better yet, the women see the advantages of being different, and they put their differences to work for them. Myra commented: "We know everything about them, and they know nothing about us. We are in a very special position."

Academic institutions use these differences to their advantage, believing it's good public relations. "The university has my face plastered all over campus," one woman said.

So why not use the opportunity to get even more visibility? Go to conferences and present at them, get appointed to university-wide committees, join national organizations.

We know everything about them, and they know nothing about us. We are in a very special position.

Schools love to promote the lone African-American woman in their midst. She can use this to become well known. After all, noted Kendra, at tenure review, others will be asked, "What do you know about her?"

Alfred learned these women each has a strong sense of cultural identity as well. Each grew up with a clear sense of herself as a black woman, and as a member of the black community.

"Do the best you can, be the best you can be, don't conform to stereotypes of what whites think about blacks," Sara was told by her family and teachers. Others echoed these values.

2. Know what you want and how to get it.

In an academic culture that revolves around the pursuit and dissemination of knowledge, where the deck is already stacked against you because you're African-American and a woman, you have to know what you want and how to get it.

If your goal is tenure and living the academic life, it's essential to know precisely what it takes to get tenure.

How do you do this? Remember that each institution is unique, each discipline and academic department has its own culture and expectations. You have to study carefully and learn the ropes.

Study the culture, through mentors in your field, hands-on experiences such as teaching and research assistantships, and just plain spending time getting to know people. As one woman noted, "Do the social stuff, but also do the academic stuff."

It's important to socialize and interact with your colleagues, and form relationships that can help.

Elizabeth suggests, "During the PhD program, you need to get a job that will connect you with other professors. Those of us who had jobs within the university were the insiders; we knew the faculty, and we knew the culture."

A few of the women stressed the need to know the rules of the game and to play by them. Jean says, "I know the rules of this game that I have chosen to enter, like them or not. If I want to succeed in this system, I have to abide by the rules."

How do you learn the rules? Kendra's school has a committee whose purpose is to explain the school's tenure expectations to junior faculty.

This committee, according to Kendra, "meets with you individually twice a year... They look at your resume and see where you are in terms of publications, research, etc... They really spell it out in terms of what you need to do. I mean you are aware of where you are deficient."

For those whose schools aren't as user-friendly, Sara has this advice: "In terms of the tenure process, the expectation is to publish in the mainstream kind of journal in your field, to get some recognition, and most importantly to have a research agenda and to follow that to get some research funding."

And, as Kendra adds, there's also "your community service, your teaching, and committees that you have served on..."

Oh, by the way, you're given about five years to accomplish all this.

3. Learn from your bad experiences.

Meeting the expectations of both the black community and the white university community can create tremendous stress. Two of the five women were divorced in the course of their careers.

Being able to do what it takes to minimize stress and to capitalize on positive interactions is a key to survival in academia. You have to cope with hostile and oppressive environments in a way that puts you on top.

For example, one woman who successfully negotiates the white male academic culture found herself being described as "culturally white." She responds: "All you see is how I act with you. You don't have any idea how I act with black folks. All that says is that I am bicultural and you are not."

Consider it an asset that you can operate freely in more than one culture, a capability most people lack. Add it to your list of major accomplishments.

Fluid life structures enabled the women to meet expectations of both black and white communities. Managing both worlds was not a problem, because they found ways to detach from the hostile work world and retreat to their personal refuges. Their flexibility enabled them to manage dual lives.

4. Find a safe space.

Finally, you have to find a place where it's safe to be who you are, to keep a positive identity. Whether your safe space is with family, friends or community, find it and cultivate it. Don't let the work define you, control you or take over your life.

As Elizabeth noted, "I love my work, but this is not my main life."

–DJ

Dealing with Offensive Jokes and Comments in an Academic Setting

You'd think that members of an academic community would use their intelligence to perceive the insensitivity, bias and bigotry in many forms of humor and comments.

Not so. Many either ignore or compartmentalize their feelings, and create or repeat comments that hurt. Often women and racial or ethnic minorities are the victims of their attacks.

Here are some suggestions to deal with them:

- **Be a good example.** One way to end offensive behavior is to not do it yourself. Your refusal to participate signals that you don't share their standards. How can you persuade colleagues that you're offended, if you say the same things?
- **Don't flip-flop on your standards.** A laugh or smile indicates that you agree, even though it may not be politically correct to do so. Once you crack a smile, you become an accomplice to the offense.
- **Walk away.** It's the best way to show that you're really not interested in hearing something.
- **Interrupt the speaker.** In a meeting or conversation, it can prevent the awkwardness from even occurring. Then re-direct the conversation to a more positive plane.
- **Consult a colleague.** A reality check with a trusted ally helps confirm whether you correctly interpreted the remark, and may suggest what you could do about it.
- **Feel funny about making a fuss out of an offhand comment?** Don't. Anything that makes you uncomfortable and prevents you from being your most effective on the job — and getting along with colleagues is part of your job — is worth the trouble. And, it's better than silent seethings.
- **Confront the offender privately. Having** an audience creates the need for defensive behavior to save face, which you want to avoid, especially if there is a power differential between you and the offender. A confidential meeting can prevent even more hard feelings, and office gossip.
- **Discuss the offense calmly, rationally and unemotionally,** saying something like:

"I have a sense of humor, but I don't find that funny."

"Do you call the opposite sex 'boys' rather than 'men'?"

"Please don't (do) (say) that around me, because it offends me."

"I can't believe you'd say something like that."

"Did I understand you correctly? What exactly did you mean?"

"I find that comment totally inappropriate."

- **Write a letter to the offender.** If you feel uncomfortable speaking face-to-face, or if the behavior continues, write a letter to the person, describing the behavior, how it makes you feel, and requesting that the behavior stop. Keep a copy, to prove that you find the behavior offensive, are serious about it, and communicated that reaction.
- **Still no effect?** Take it up with your supervisor, whose job it is to provide you with a conducive work environment, personnel manager, ombudsperson or affirmative action director.

RESEARCH BRIEFS

Academic Goals Separate From Residence System

Canadian researchers wondering whether residence halls on campus support the academic culture found little integration, and what there was tended to be fragmented and short-term.

They questioned 40 top residence administrators and 58 faculty representatives on their attitudes about whether residences should be exclusively social or social-academic environments.

Of the chief residence administrators, 81% were in non-faculty positions, indicating a clear separation of academic and student service functions.

Although 86% of the schools said they did have academic programs, most were on study skills, essay writing and stress and time management. Some had tutoring and 24-hour quiet hours as part of their academic programs.

Only half the schools said they had any faculty involvement at all as part of their academic programming. Faculty seemed to favor more academic involvement in residence programming, but were reluctant to get involved themselves due to time restraints.

Researchers concluded that administrators should explicitly articulate academic objectives for residences. Otherwise, students get the idea that they can learn only in formal classrooms, and what they learn outside of class is not important.

They concluded that empowering students to initiate programs, with administrators in the roles of facilitators and mentors, can make academic programs in residences most successful.
– *Canadian Journal of Higher Education*, #2, 1995.

Virtually All Women Endure Sexism, Study Reports

A culturally diverse sample of 631 women reported that sexist events and discrimination occurred in 99% of their lives. Amazingly, six reported never in their lives having experienced sexism!

The sample included college students and 337 adult women found in offices and airports, with an age range of 18 to 73.

The 21-item schedule of sexist events was divided into four factors: sexist degradation, sexism in distant relationships, sexism in close relationships and sexist discrimination in the workplace.

The most common sexist event was being forced to listen to sexist or sexually degrading jokes, which 94.1% experienced. Other common events were being sexually harassed (82%), being called sexist names (82.2%) and being treated with a lack of respect (82.7%).

"A frighteningly large percentage of the sample (56.4%) reported being picked on, hit, shoved or threatened with harm because of being a woman, and 40.5% reported being denied a raise or promotion because of being a woman," the survey reports.

Income and education did not correlate with reports of sexism.

What did matter was age and ethnicity. Women younger than 22 reported more sexism than those aged 30-39, but not more than those aged 23-29 or over 40.

Women of color reported seeing significantly more sexist discrimination in their lives. Their worst problems were in close relationships, more so than at work or in distant relationships.

In marital status, women who were single reported more sexism than those who were married, both in their lives and in the past year, in every area except at work.

White women aged 40-55 reported more frequent sexist treatment at work than their younger counterparts.
– *Psychology of Women Quarterly*, December 1995.

Males Report More Cheating In College Courses, Exams

A survey of 365 women and men students at Mount Royal College in western Canada shows that 85% of the males and 79% of females reported engaging in at least one of 12 types of cheating.

Those most likely to cheat are males who report having a high GPA as a goal and think other college students cheat regularly.

In every one of 12 types of cheating, males report being more likely to cheat than females. Males are much more likely than females to allow another student to either copy their exams or to hand in one of their assignments as their own, and use a cheat sheet.

No significant differences were based on age, year in college, or past or current or goal GPA.

Student volunteers in the survey, age 18 to 56 with 51% women and 49% men, were asked to imagine (remember?) being unprepared for an exam. They rated the influence of 21 factors on their expected rate of cheating.

They also answered which of 12 types of cheating, (such as plagiarism, copying answers or allowing others to copy) they had engaged in. And they estimated what percentage of college students cheat regularly and occasionally on exams and assignments.

Factors that increased both planned and spontaneous cheating were: the instructor not seeming to care about cheating, a high impact of grades on financial support, the perceived unfairness of the exam, the instructor's lack of vigilance, and the course grade having a big effect on the student's long-term goals.

Factors that decreased both planned and spontaneous cheating were: strong punishment such as expulsion, essay exams, high instructor vigilance, perceived fairness of the exam, and a high value of the course materials.

Spacing students far apart in the exam room also decreased the incidence of spontaneous cheating, students said.
– *Research in Higher Education*, December 1995.

Lack of Gene Related to Violence by Male Mice

The search for a genetic basis for behavioral differences continues at Johns Hopkins University.

Researchers there accidentally discovered that male mice lacking a single gene that creates nitric acid, a messenger in the brain, were four times more likely to attack other mice and try to mount uninterested female mice.

Similar behavior in humans would be described as "the kind of aggression associated with uncontrollable rage," they said.

No mention was made of a rumored search for the gene that causes failure to consult road maps.
– *Nature*, November 23, 1995.

Is the Grass Greener for Women Who Leave Campus Careers?

Do you dream of level playing fields, fertile organizational resources and lush salaries? If you wonder if the grass really might be greener outside academe, listen to the voices of women who have moved from higher education to other arenas.

These women left college and university jobs for positions that grew naturally from their higher education roots. Several from English departments and journalism schools became writers, editors and publishers. One faculty member moved to the Zenith Corporation as a data systems team chief.

"I Was Told I Was Too Experienced"

Jackie Hoffman started a secretarial school.

After receiving her master's degree in student development from George Washington University in 1980, she sought a job on campus. Besides the new degree, Hoffman had 15 years experience in education, including starting and operating an eight-week program for a new secretarial school.

> *It was an opportunity I couldn't resist, offering me the potential to be independent, combine my educational and administrative abilities, and, of course, to make more money.*
>
> – Jackie Hoffman

Hoffman discovered she was "too light for heavy work and too heavy for light work." She explains, "My years of experience as an educator did not count, yet I was told I was `too experienced' for entry-level positions. Eventually, I did get a part-time position to organize and manage a career development center in a small university."

Less than a year later, all sorts of opportunities began to open. First, her job became full-time. And she was offered a position with the large university where she had interned. At the same time, the secretarial school she had started went up for sale.

"It was an opportunity I couldn't resist, offering me the potential to be independent, combine my educational and administrative abilities, and, of course, to make more money," she said.

In 1985, Hoffman sold the school and considered applying for positions in higher education. Finally she opted to join the Central Intelligence Agency as a trainer and has no regrets about the decision.

Why? "I believe it was because I intuitively realized that my experience and abilities were not as valued in a college environment as they were in private industry, or even the government. I also recognized that staying in higher education meant a change in my lifestyle financially."

'Not a Lot of Openings for Dean'

Michelle Terry's story has similar strands.

Terry, assistant executive director of the Association of Supervision and Curriculum Development, began there as director of conferences eight years ago, after completing her doctorate. Before that, she had worked in counseling and program instruction for three different higher education institutions.

"As a PhD student, I thought I'd like to be a dean of continuing education in five years," she says. "But there aren't a lot of those positions."

The association proved a good fit for her. "I was still in education, but in a more flexible group, not locked into semesters or quarters. We can be very responsive to the needs of our 200,000 members."

She finds the group "less bureaucratic than most university communities. There's more of an entrepreneurial spirit. If there is a need, we solve it, without a lot of committee structure."

She also finds that in higher education, "a lot of time is spent studying issues. You have a strong dialogue. The action becomes secondary." But in the nonprofit environment, "I can take action more efficiently," she says. But sometimes she misses "engaging in dialog just for the sake of dialog."

Although her group is trying to increase the dialog, they remain "very time-driven and very bottom-line driven. The use of resources must be justified. You can't play with ideas for very long without coming up with a product."

Jackie Hoffman, in discussing her ownership of the secretarial school, noted that outside of higher education, "the pace was faster and, the profit incentive was ever present. In the '80s, colleges and universities were still ivory towers. However, I am aware that administrators now realize that colleges must be run as businesses if they are to succeed."

Admissions Counselor Controls Her Life

A former assistant director of admissions, Mary Lou Santovec, says the first difference she saw between working in higher education and a small company was the emphasis on finance and profits.

"Very few colleges and universities go out of business, maybe one or two every year. And those that do tend to have big red flags, like no endowment or severely declining enrollments or loss of accreditation, raised long before it happens."

But many small businesses, Santovec explains, "operate on the margins such that one bad year can close them down. There's a direct, identifiable correlation between what I do and how well the company does. It makes one constantly ask: `Is what I'm doing now really the best use of my time, or should I be doing something else?'

And her previous job in admissions offered probably one of the best views in higher education of how her work affects the health of the institution.

Santovec left higher education after spending nine years in admissions at three Milwaukee-area colleges. She cites several reasons for the move:

- **Burnout.** "I didn't want to continue traveling for as much as six months of the year."
- **More control over her life.** "I wanted a simpler life. If a potential student could only visit the campus on a weekend, I felt I should be there to meet with them. Some visits could chew up half a day. And when you're out on the road all week ... and on Friday afternoon they call to say they'll be in the area tomor-

row ... it wreaks havoc. That's why the average admissions officer lasts two to three years."

- **No desire to move up in admissions.** "While it wasn't as bad in '89 as it is now, the job security for a director of admissions is worse than that for many NCAA Division I coaches. I lost a lot of friends, many of whom had spent decades in the field. They were respected and well-liked among their peers. But a new president came in or enrollment was dropping after a series of under-enrolled classes and they're tossed out."
- **Job goals met.** "I had been president of the state association of college admission counselors."
- **Lack of other opportunities within academe.** "After deciding to get out admissions, I had looked at other types of positions in higher education — career counseling and placement, academic advising, student services — but without another degree, I wasn't competitive."

Like Hoffman, Santovec has found the pace of the business world is much faster than the usual pace of academe. An editorial director for a periodical publishing company, she says her work now "is more immediate ... Enrolling a class takes at least a year and, in many cases, more time than that, especially if you're sending material to sophomores and juniors. And then after you've worked with a student all that time and they don't show up, it's a real downer. Here I'm gratified with a finished product three times a month."

> *Marketing your skills instead of your title or position is a way to convince business that you understand their needs.*
>
> –Mary Lou Santovec

There's another upside for Santovec: the ability to see the big picture. "Instead of being bogged down in the minutiae of a single institution, I view higher education across the nation. And from up here, the view is fascinating."

Another Takes the Broad View

Another former admissions counselor, Kris Aulenbach, has taken a broader view. After seven years working in higher education, she enrolled in a full-time MA program in college student development at George Washington University.

And she worked part-time as an international admissions counselor. "That's when my career focus began to shift from pure higher education to international education," she reports.

"At the end of my degree program, I could have stayed in admissions, but felt the need to get away from GWU. The woman I had assisted, who had also left admissions by then, alerted me to an opening at the Kuwait Embassy here in DC as an academic counselor to Kuwaiti students in the U.S."

Two and a half years later, Aulenbach moved to her current organization, a nonprofit U.S. contractor that arranges and monitors training programs for people from developing countries in the U.S. Although she enjoys the team-oriented approach and support for professional development of the nonprofit, Aulenbach says it offers "less job security due to the contract nature of the work."

They Took the Plunge

Aulenbach isn't alone. All of these women who left higher education for other jobs were risk-takers who moved into positions of high risk in other arenas. This includes the women in the relatively risk-prone higher ed arena of admissions.

J. Bonnie Newman takes more risks than most.

Like Michelle Terry, Newman — former dean of students at the University of New Hampshire — left to work for a nonprofit organization. Three years later in 1981, she became chief of staff for a New Hampshire congressman. For the next 11 years, Newman moved back and forth between several nonprofit and government positions. Her last, in 1989-91, was as "assistant to the President of the United States for management and administration."

No Honorary Doctorates Working in Higher Ed

Afterward, Newman continued to take risks, first founding a New Hampshire radio station, then serving as president of Coastal Broadcasting Corporation, and even now scouting for new opportunities. Along the way, she's picked up four honorary doctoral degrees.

When Newman was in George Bush's administration, people asked where she got her experience. Although 11 years out of academe, she still cited her position as dean. "It's a good training ground for anything," she claims. "You deal with a complex set of problems and sometimes work 24 hours a day, seven days a week. If you can survive that, you can survive anything."

Newman and the others point out that the skills they learned in higher education — particularly organizational communication — can be transferred anywhere. According to Newman, "problem-solving, analytical thinking, interpersonal skills, and the ability to maintain a sense of humor" are needed in every organization.

Most advise women contemplating leaving higher education to focus on the skills they have that are transferable to other arenas.

Advice: Take Risks and Keep Your Friends

Santovec suggests that you "identify your skills and market them, not what or who you were in your college or university job ... Be aware that the business world still views academics with a lot of suspicion. Marketing your skills instead of your title or position is a way to convince business that you understand their needs. And in your interviews, talk their language of profits and cash flow."

Terry, too, suggests, "Think of the things you currently enjoy doing and ask yourself where else can I do this? Really think broadly."

Newman agrees: "Don't narrow your parameters; think broadly. Explore all the options. Be willing to risk." And both recommend you maintain your contacts, both inside and outside of higher education.

–DG

Why Do Schools Choose Women as Leaders? Why Not?

In the last 20 years, the number of women presidents of colleges and universities has more than tripled, from 148 in 1976 to 453 in 1996. Women now make up 16% of all top leaders in U.S. higher education institutions.

And the number of women in the pipeline, as senior leaders and their assistants and associates, has also risen dramatically. It is these women who are poised to take the reins in the next millennia.

Talking to the women themselves, and to observers both in out of the academy, reveals varied explanations for the phenomenon.

Some are cynical, some are light-hearted and some reflect documented and continuing trends in society. And some reflect the stereotypes women strive to overcome. Just as many of you must excel at dancing between the land mines, you'll have to admit that there's a little bit of truth and a little bit of irony to each reason.

And lest you think they apply only to top leaders, most are just as relevant for all women leaders on campus.

For their contributions, thanks to Carolyn Desjardins, Martha Burns, Linda Hartsock, Caroline Westerhof and several anonymous women.

◆ ◆ ◆ ◆ ◆

"Practical Pat"

Top 10 Reasons Women are Skilled Campus Leaders

10. Adept at dealing with petulant children, who sometimes bear a striking resemblance to difficult faculty members.
9. Practiced at solving disputes between warring factions, such as factions, gangs and families.
8. Practiced at stretching budgets.
7. Willing to consider alternate solutions to problematic situations.
6. Use intuition and a form of higher consciousness to ferret out the real issues, and solutions. And are wise enough to keep quiet about the source of their inspiration.
5. Experienced at being the go-between, such as between faculty and trustees, to reach agreement.
4. Adept at balancing multiple responsibilities, juggling many things at once.
3. Can always hold a bake sale if the alumni don't come through.
2. Less likely to be married if a top administrator, and thus not as diverted from important school business by family responsibilities.
1. Didn't want the job, but got bullied into taking it.

◆ ◆ ◆ ◆ ◆

"Cynical Sydney"

Top 10 Reasons Why Women are Hired as Campus Leaders

10. Consider their selection as a duty and an honor, while men see it as a stepping stone to even higher places.
9. Willing to "grin & bear it" and tolerate adverse situations.
8. Chosen as compromise solutions to other, more polarized candidates.
7. More likely to roll up their sleeves and work, rather than bask in the position and the power.
6. Haven't a clear picture of their own identities or goals, so can be recruited to do just about anything with enough sweet talk.
5. Don't demand or negotiate as high salaries, because they haven't a clear picture of their own true market value.
4. Willing to trade other job factors (flexibility, family life, friendly situation and fit) rather than demanding a higher salary.
3. More likely to negotiate their areas of responsibility and authority, rather than salary and benefits.
2. Naive enough to be the sacrificial lamb, having been talked into taking a job that she wasn't ready for, set up to fail, and when she failed, used as an excuse to never again consider hiring a woman.
1. Nobody else would take the job.

◆ ◆ ◆ ◆ ◆

"Candid Chris"

Top 10 Reasons Why Women Succeed as Campus Leaders

10. Tend to be holistic and strategic thinkers, who view problems as multi-faceted and requiring a sequence of solutions rather than a simple sweeping, and often simplistic, change in policy or procedure.
9. Likely to work *with* people rather than expecting people to work *for* them.
8. Do not fear saying "I don't know" and seeking expert, professional information.
7. Understand that the key resources required to change an institution are more likely to be human resources, rather than fiscal or material ones.
6. Have risen to where they are in higher education despite the system, have already confronted many barriers and are surprised by few obstacles placed in their way.
5. Skilled at using the subtle art of manipulation intuitively, due to their cultural socialization, to get others to buy into and adopt their ideas, making them their own.
4. More likely to see their selection as a special opportunity to make a difference, so they invest virtually all their time, intellectual capabilities, and energy to accomplish their goals. In short, they work harder, longer and more productively.
3. Likely to take advantage of increased opportunities in higher education, training programs, associations, networks, mentors and role models for women in higher education leadership.
2. More likely to try to achieve her goals by facilitating change, rather than imposing it through policy or personnel changes. Although the premise of how this may be done is rarely substantiated in practice, search committees like the sound of this approach.
1. In this era of top leaders working seven days a week, 16 hours a day, nobody else will stay on the job.

CAREER CONNECTIONS

Reach more than 12,000 readers here each month for only $230, and *millions* more on our World Wide Web site:

http://www.itis.com/wihe

Ⓦ indicates the FULL TEXT of this announcement is available on the Web site, so colleagues can check out appropriate positions. Call Mary Zenke (608) 251-3232 for details. The March issue closes February 20, 1996.

Foothill-De Anza Community College Dist

The Foothill-De Anza Community College District in the San Francisco Bay Area is now accepting applications for the following administrative positions:

- Vice President, Finance & College Services
- Dean, Counseling & Student Services
- Dean, Middlefield & Evening College
- Director, Admissions & Records
- Dean, Counseling
- Dean, Business & Social Sciences
- Executive Director, Occupational & Training

Application materials may be obtained from:

Foothill-De Anza
Community College District
12345 El Monte Road
Los Altos Hills, California 94022
(415) 949-6217 or
E-Mail: ems6436@mercury.fhda.edu

Resume or vitas may not be substituted for a completed application.
AA/EOE

VICE CHANCELLOR FOR RESEARCH

The University of California, Santa Barbara, is searching for a Vice Chancellor for Research.

The Vice Chancellor for Research will be the principal campus officer in matters of research policy and administration. Responsibilities will include planning, coordination, and development of infrastructure for campuswide research activities. The Vice Chancellor will be expected to foster active relationships between the University, government and industry, and to provide guidance and leadership for interdisciplinary research initiatives and technology transfer. He or she will supervise an Office of Research that helps the faculty identify and obtain funds from public and private sources, provides administrative support for contracts and grants, and has oversight responsibility for integrity in all aspects of the research enterprise at UCSB.

A candidate for this position should have a distinguished record of leadership in research and in research administration. He or she should also have demonstrated sensitivity to the broad range of research needs at a major research university. This individual will be expected to qualify for a tenured academic position at UCSB.

The Search Advisory Committee is currently soliciting nominations and accepting applications for this position. Nominations and applications should be sent to:

Professor James S. Langer, Chair
Search Advisory Committee for the Vice Chancellor for Research
c/o Ms. Susan Cochran
Office of the Chancellor
5221 Cheadle Hall
University of California, Santa Barbara
Santa Barbara, CA 93106-2030

Ⓦ

preferably before February 16, 1996. The search will remain open until the position is filled. Refer to Position #95-12-019 BO.

The University of California, Santa Barbara is an Affirmative Action, Equal Opportunity Employer committed to fostering diversity in its faculty, staff and student body and welcomes applications from minorities, women and persons with disabilities.

CONTRA COSTA DIABLO VALLEY LOS MEDANOS

The Governing Board
of the Contra Costa Community College District
with the new leadership of Chancellor Charles Spence
announces openings for the positions of

PRESIDENT
LOS MEDANOS COLLEGE

and

PRESIDENT
DIABLO VALLEY COLLEGE

To request application packets, please contact:
Dr. Ann Duncan
Assistant Director, Human Resources
Contra Costa Community College District
500 Court Street
Martinez, CA 94553
(510) 229-1000, ext 400
FAX (510) 229-2490

Ⓦ

Applications must be received by MARCH 15, 1996.
The positions are available July 1, 1996

an Affirmative Action/Equal Opportunity Employer

University of Montana, Missoula

VICE PRESIDENT FOR RESEARCH AND DEVELOPMENT

The University of Montana-Missoula invites applications and nominations for the position of Vice President for Research & Development. The Vice President will provide leadership and direction for all research programs at the University in Missoula and will coordinate research and creative activities at the University's three other campuses. The Vice President reports directly to the President of the University, acts on the President's behalf for research activities and is responsible for research planning, program development and developing new opportunities for research. The Vice President develops relationships with government agencies and the private sector, strengthens research infrastructure and nurtures ideas and research initiatives.

The University of Montana includes campuses in Missoula, Butte, Dillon and Helena. The University of Montana-Missoula is a comprehensive, doctoral-granting institution committed to excellence in teaching, research and service. The University maintains nine doctoral and 43 master's programs, having a combined graduate enrollment of over 1,700 students, and has rapidly growing research and creative activities.

Candidates must have an earned doctorate and a strong record of research and other achievements, a clear understanding of the role of research and creative activities and their relationship to graduate education, demonstrated experience in research administration, the developed ability to communicate effectively, and the capacity to provide leadership essential to the continued development of research and creative activity at the University.

Salary will be commensurate with experience and qualifications. The position is available 1 July 1996. Nominations must be received no later than 16 January 1996 and applications, including vitae and the names of five references, by 16 February 1996.

Address all inquiries, applications and nominations to:

Mr. Robert Frazier, Executive Assistant to the President
Chair, Vice Presidential Search Committee
The University of Montana
Missoula, MT 59812-1291
Telephone: (406) 243-2311; FAX: (406) 243-2797;
email: frazier@lewis.umt.edu

Ⓦ

The University of Montana is an equal opportunity employer.

ANTIOCH
UNIVERSITY

THE McGREGOR SCHOOL

PROVOST

The Board of Trustees of Antioch University invites nominations and applications for the position of Provost of the McGregor School of Antioch University. The McGregor School is one of the five degree granting campuses of Antioch University and is located in Yellow Springs, Ohio. The other units of Antioch University are Antioch Souther California in Los Angeles and Santa Barbara, Antioch Seattle, Antioch New England Graduate School in Keene, New Hampshire, and Antioch College, also located in Yellow Springs, Ohio.

The Provost of The McGregor School, as chief executive officer of the School, is responsible for all day-to-day activities of the campus and reports to the Board of Trustees through the University Chancellor. The Provost is expected to work closely and collaboratively with the Chancellor and the four other chief executives of the Antioch campuses on all University-wide issues.

The McGregor School shares a campus with Antioch College in Yellow Springs, Ohio, a village of about 4000 people located just 20 miles east of Dayton, and an hour north of Cincinnati and west of Columbus. Yellow Springs is a magnet for socially concerned, politically active and creative people.

Founded in 1988, The McGregor School is the youngest and fastest growing campus of Antioch University and has developed a reputation for high quality academic programs with a practitioner focus. Over 60% of the School's 700 adult learners study at the graduate level (in management, conflict resolution, inter-cultural relations, environment and community, an individualized Master of Arts and teacher education), and about 40% are in a weekend BA degree completion program which offers majors in management, human development, human services administration, humanities, and education. Over half of the graduate programs are offered on a national basis utilizing an innovative limited residency and technology-oriented delivery system. The McGregor School also operates a growing and highly regarded summer continuing education program that serves over 500 teachers.

The Provost should have at least five years' experience in significant administrative position in higher education, an earned doctorate, and an understanding and sensitivity to the adult learner. It is expected that the successful candidate will have a strong commitment to affirmative action, foster a collaborative culture, and provide strong leadership and decision making.

The new Provost is expected to assume office on or about July 1, 1996. Nominations and applications should be sent to:

The McGregor School Provost Search Committee
Office of the Chancellor
Antioch University
150 E. South College St.
Yellow Springs, Ohio 45387

Applications should include a résumé and a letter discussing the candidates suitability for the position. Review of candidates' credentials will begin no later than April 1, 1996.

Antioch University and The McGregor School are deeply committed to equal employment opportunity and affirmative action and strongly encourage women and people of color to be nominated and apply.

**The San Diego
Community College District
announces the following position:**

ASSISTANT CHANCELLOR, BUSINESS SERVICES

San Diego Community College District

This position serves as the chief business and financial officer of the district and will report to the Chancellor. The incumbent will plan, organize, direct, administer, review and evaluate Districtwide business and coordinate with operations and facilities programs and services, develop and manage a $225 million annual budget, liaison with computing services for management and technical internal interface of Integrated Information Financial Systems (IFIS) and Human Resources Information Systems (HRIS), bookstore and cafeteria operations.

The partial list of requirements includes:

- Possession of a bachelor's degree in business administration, accounting or related fields from an accredited institution; a master's degree or CPA is desired but not required, and ten years of closely related experience with at least five years in progressively senior management positions working in a culturally diverse environment. Higher education or public sector experience is desired.
- Automated management information systems related to financial and business activities.
- Accounting, statistical, and auditing practice at a management level; monitoring and controlling expenditures of funds; negotiating contracts for lease of facilities; directing, planning and coordinating the development of educational specifications relating to physical facility projects and their inclusion in long-term construction plans.
- Knowledge of financial reporting requirements of higher education in California.

Salary Range: $6,093 – $7,777 per month, merit bonus available for superior performance; generous benefits package includes moving expenses up to $5,000. Other terms and conditions apply. Filing deadline: February 29, 1996.

A more detailed description of the position and minimum requirements will be included in the application package. To receive application materials, please contact:

**Human Resources Employment Office
3375 Camino del Rio South, Suite 330
San Diego, CA 92108-3883
(619) 584-6579 or 1-800-648-4023**

Vice President for Academic Affairs and Provost

UNIVERSITY OF SOUTH CAROLINA

The University of South Carolina invites applications and nominations for the position of Vice President for Academic Affairs and Provost. Founded in 1801, the University is the nation's oldest continuously supported state university. Today, the University is a dynamic, eight-campus publicly assisted system with a total enrollment of over 36,000 students, including 26,000 on the Columbia campus, of whom more than a third are graduate students. Firmly based in the liberal arts and sciences, the University consists of 17 colleges (including medicine and law) at Columbia, five regional campuses, and two four-campuses.

The Vice President for Academic Affairs and Provost is the chief academic officer and second-ranking officer of the University, acting for the President in his absence. The successful candidate will be able to:

- lead the formulation of academic policy and the coordination of teaching, research, and public service programs,
- supervise the allocation of resources in all academic and academic support areas,
- formulate and implement policy with respect to faculty employment, promotion, tenure, and development,
- represent the University before external bodies, such as the South Carolina Commission on Higher Education, the Budget and Control Board, and other legislative committees.

The University seeks a candidate who has:

- Academic credentials in teaching and scholarship suitable for the rank of Professor at a major university,
- Significant accomplishments in academic administration, including sensitivity to issues of gender and ethnic diversity, and
- Vision and ability to lead the University of South Carolina's continuing development as a major multi-campus public university.

Applicants should submit a letter of intent that contains a brief statement of educational philosophy and a curriculum vitae that includes administrative, teaching, and research experience and references. Candidates should be aware that the University may contact any references given, and that all applications, nominations and accompanying materials may be treated as matters of public record.

The University will begin reviewing applications and nominations in January 1996. Applications and nominations will be accepted until a successful candidate has been selected. Applications, nominations, and inquiries should be addressed to:

Dr. Matthew J. Bruccoli, Chairman
Vice President for Academic Affairs and Provost Search Committee
Office of the Provost
University of South Carolina
Columbia, SC 29208
(803) 777-8180, (803) 777-8005 Fax

The University of South Carolina is an Affirmative Action, Equal Employment Opportunity Institution and Employer. Women and minorities are encouraged to apply. More information about USC is available via Internet at web site: http://www.csd.scarolina.edu/index.html

BEST COPY AVAILABLE

San Francisco State University
Vice President for Academic Affairs/Provost

This innovative and constantly-evolving public, urban university is seeking a teacher-scholar-administrator of exceptional vision and leadership skills to guide the academic program and help the university develop its full strength and excellence.

THE UNIVERSITY

Founded in 1899, San Francisco State University is currently the second-largest of the 22 campuses in the California State University system and the 41st largest university in the U.S. It ranks fifth nationally in awarding bachelor's degrees to minority students. San Francisco State now stands at a particularly positive point in its history. Enrollment is strong and rising, faculty grants and awards have doubled in the last five years, and the campus is engaged in a broadly-participatory strategic planning effort.

SFSU is a highly diverse community of some 26,000 students, and 3,100 faculty and staff. Through the Colleges of Behavioral and Social Sciences, Business, Creative Arts, Education, Ethnic Studies, Health and Human Services, Humanities, and Science & Engineering, the University offers 114 bachelor's and 94 master's degrees, as well as both joint and cooperative doctoral programs. The College of Extended Learning, located both on campus and in San Francisco's financial district, provides professional development and certificate programs to the entire community.

> San Francisco State University is "on the leading edge, in the nation, of institutions dealing fundamentally with issues of diversity."
>
> *—Western Association of Schools and Colleges*

Faculty excellence both in teaching, scholarly research and creative work, as well as service and the application of faculty expertise and student talent to city and regional issues through community-focused research, are valued and rewarded. Shared governance is a central and valued feature of the University's life.

THE POSITION

As the University's chief academic officer, the Vice President for Academic Affairs/Provost has program and budgetary responsibility for all academic and academic support programs and is the university's second-in-command, serving for the president in his absence. Reporting directly to the vice president are the nine college deans; Research and Sponsored Programs; Undergraduate Studies; the Graduate Division; the Library; International Programs, and Audio-Visual/Instructional TV.

THE PERSON

Required qualifications: ▲ earned doctorate or equivalent; ▲ a record of achievement as a university teacher/scholar and the qualifications necessary for appointment as a tenured full professor in one of the University's academic departments; ▲ demonstrated success as a senior-level administrator in higher education, including ability to provide visionary leadership, to motivate and inspire; ▲ strong skills and experience in strategic planning, academic program development, fiscal planning and resource management; ▲ demonstrated sensitivity to issues of diversity and proven ability to work effectively with the ethnically and culturally diverse constituencies of a public urban university; ▲ proven ability to work positively and effectively in the context of shared governance and collective bargaining.

TO APPLY

The review of applications and nominations will begin February 1, 1996, and will continue until the position is filled. Direct applications to Hollis Matson, Chair, Academic Senate, San Francisco State University, 1600 Holloway Ave., San Francisco, CA 94132. Information should include a letter of nomination or interest and a current vita. All inquiries, nominations and applications will be held in strictest confidence. San Francisco State University is an equal opportunity institution and does not discriminate on the basis of race, color, gender, religion, age, national origin, disability or sexual orientation.

For further information about San Francisco State University and this position, see SFSU's home page on the World Wide Web: http://www.sfsu.edu
E-mail: hmatson@sfsu.edu

Dean of Instruction

Green River Community College
Auburn, Washington

Green River Community College, Auburn, WA, located 30 miles south of Seattle is seeking applications for Dean of Instruction. This position reports directly to the VP for Instruction, the Chief Academic Officer, and is responsible for providing leadership for several vocational and academic instructional divisions.

Requirements. Master's degree required. Excellent written and verbal communication skills, demonstrated experience in curriculum development, faculty selection and leadership planning and in the budgeting process, demonstrated human relations and leadership skills, including commitment and leadership in diverse, academic, and vocational settings, commitment to the community college philosophy, goals and objectives, experience working directly with persons of different race, color or national origin. Prefer teaching experience and experience working with federal vocational funding.

For required application package, call (206) 833-9111, x99. Closing date is 3/29/96. Salary is $61,539 with excellent benefits. AA/EOE.

W

University of Houston Clear Lake

ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS

The University of Houston-Clear Lake seeks applications and nominations for the position of Associate Vice President for Academic Affairs (AVPAA) which reports to the President and Provost. The successful candidate must be an experienced academic administrator who qualifies for a tenured appointment in one of UHCL's four schools.

The AVPAA coordinates development and implementation of academic policies; provides leadership for development of the recruitment and marketing plan; oversees the offices of Enrollment Services, International Initiatives, and Professional and Continuing Education (PACE). More specifically, the AVPAA: coordinates and monitors AA/EEO policies/issues for faculty and academic administrators with faculty rank; assists with promotion and tenure procedures as well as the development of faculty salary structures; oversees academic advising and distance learning initiatives; coordinates and oversees program reviews and accreditations; prepares and submits all course, degree, and program requests and reports; develops the academic calendar; assists with the development of course schedules and classroom assignments and supervises the development, revision, and the maintenance of academic publications such as the university catalog and faculty handbooks.

The AVPAA advises non-degree objective students. The AVPAA handles students academic appeals and complaints; acts as liaison between students and the schools; provides guidance to students and the schools enabling problem solving in compliance with university guidelines; coordinates with the Dean of Students when appeals are both academic and behavior-based and responds in writing to student complaints forwarded by schools, the President's office, or students.

The AVPAA represents the Office of the Senior Vice President and Provost in the academic policy and development process, on university committees, and on physical space issues. The AVPAA acts as a liaison with the Texas Higher Education Coordinating Board, the UH System, and chief academic officers of the feeder community colleges.

An earned doctorate or equivalent degree is required. Previous administrative and enrollment management experience is required. Expressions of interest and nominations for the position will be accepted until February 29, 1996 and should be sent to: Dr. Darlene Biggers, Chair, AVP for Academic Affairs Search Committee, c/o Ms. Sandy Wood, Office of the Provost, Box 74, University of Houston-Clear Lake, 2700 Bay Area Blvd., Houston, TX 77058. Proof of eligibility to work in the United States must be provided by the candidate. UHCL supports workforce diversity and encourages all interested and qualified persons to apply. The University of Houston-Clear Lake reserves the right to extend or re-open the search.

UWM

University of Wisconsin-Milwaukee
History of Urban Education

University of Wisconsin-Milwaukee, tenure track assistant professor position. Duties will include preparation of urban teacher certification students, instruction of history of education courses with an emphasis on women and people of color, and contribution to cross-departmental teacher education programs. Minimal qualifications include an earned doctorate in History of Education, experience in urban schools and/or community organizations, and involvement in scholarly activities. Contact person: Professor Ian Harris–Chair, Search and Screen Committee, Department of Educational Policy and Community Studies, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201. (414) 229-4724.

Dean, College of Liberal Arts
UNIVERSITY OF MINNESOTA-Twin Cities

The University of Minnesota, Twin Cities invites applications and nominations for the position of Dean of the College of Liberal Arts. The Dean is responsible for providing leadership and helping to focus the intellectual direction of the College, for representing the College's interests on campus and to external constituencies, for planning and over-seeing the development of its academic programs, and for the administration of the College, including appointments and budget. The Dean reports to the Provost for Arts, Sciences, and Engineering.

With more than 45,000 undergraduate and graduate students enrolled, the University of Minnesota, Twin Cities campus is one of the largest land-grant universities in the nation. the College of Liberal Arts is the largest college in the University and plays a central role in provision of general and advanced education to students across most of the University's programs. there are 501 tenured and tenure-track faculty distributed through 30 academic departments and 18 programs and centers in fine arts, humanities, and social and behavioral sciences. the budget is approximately $70,000,000.

The successful candidate must have

- A strong commitment to liberal education, to academic excellence, and to high academic standards
- An ability to articulate effectively the University's and the College's mission
- A demonstrated commitment to affirmative action, equal opportunity, and cultural diversity
- Demonstrated ability to work effectively with such groups as faculty, staff, students, alumni, other external groups, and the central administration
- Academic administrative experience
- An earned doctorate or requisite terminal degree in the applicant's area of study
- A record of teaching and scholarship/artistic activity commensurate with appointment as a tenured professor in a department of the College.

Desired qualifications include faculty and administrative experience at a research university and an appreciate for the role of a land-grant university.

The priority deadline for receipt of applications is February 29, 1996, when the search committee will begin its review of applications. Applications will continue to be accepted and reviewed after that date until a new dean is selected. Applications should include a letter expressing interest, a *curriculum vitae*, and the names, addresses, and telephone numbers of three references. Nominations of qualified individuals are encouraged; these should be received in advance of the February 29 deadline. Send applications and nominations to:

Dr. Sara M. Evans, Chair
College of Liberal Arts Dean Search Committee
12 Morrill Hall
100 Church Street Southeast
Minneapolis, Minnesota 55455

The University of Minnesota is an equal opportunity educator and employer.

BEST COPY AVAILABLE

Vice Provost for Extension

Iowa State University

Iowa State University invites nominations and applications for the position of Vice Provost for Extension. The Vice Provost reports to the Provost and plays a major role in coordinating and administering many facets of the university's outreach effort. The Vice Provost for Extension serves on the President's cabinet and works closely with the Provost, the Vice Provost for Research and Advanced Studies, and the deans of Iowa State's eight colleges to integrate teaching and research programs with the university's outreach programs.

The Vice Provost for Extension serves as Director of Cooperative Extension, which has programs in Agriculture and Natural Resources, Business and Industry, Communities, Families, and Youth and 4H. The Vice Provost also directs the Extended and Continuing Education Office, which facilitates the delivery of off-campus credit and non-credit courses, conferences, and the continuing education offerings of the university. Extension staff of approximately 1340 persons are located both on campus and in field offices across the state.

Extension and outreach are central to the mission of the university. Iowa State University Extension offers many outreach programs in cooperation with the other Iowa public universities, community colleges, private colleges and universities, and government organizations. All campus and field offices make use of modern information technology, including satellites, local and wide area computer networks, and electronically equipped classrooms.

The Vice Provost plays a significant role in defining and implementing the university's strategic plan and its mission for the 21st century. The university seeks candidates who will allocate resources and provide support for building excellence in programs that are consistent with the strategic plan, the research strengths of the university and the public need.

Candidates for the position should have a documented record of leadership and academic or equivalent professional accomplishments; administrative experience; strong skills in planning, communication, and organization; and demonstrated ability to represent the university in outreach to diverse constituencies. Candidates should have an earned doctorate in an academic discipline or an equivalent terminal degree as well as professional experience commensurate with that of a dean or director, and should be eligible for a faculty appointment in an appropriate academic department, depending on credentials.

The university hopes to fill the position July 1, 1996, or as soon thereafter as possible. Persons interested in the position should submit a letter of application, a curriculum vitae, and the names and telephone numbers of five individuals the search committee may contact for reference to:

Dr. James Melsa, Chair
Vice Provost for Extension Search Committee
Office of the Provost
107 Beardshear Hall
Iowa State University
Ames, Iowa 50011-2021

Nominations of qualified persons and applications will be accepted until the position is filled. Review of applications will begin on March 15, 1996. Women and minorities are strongly encouraged to apply.

SOLANO

Solano Community College, located halfway between San Francisco and Sacramento off I-80, invites applications for the following full-time, management positions:

EDUCATIONAL ADMINISTRATORS

Assistant Dean, Counseling & Disabled Students Programs & Services
Salary: 62,264/annually, Expected Start Date: July 1, 1996.
Division Dean of Math & Science (Incl Anthropology & Geography)
Salary: $62,264/annually, Expected Start Date: July 1, 1996
Division Dean of Fine and Applied Arts
Salary: $62,264/annually, Expected Start Date: August 1, 1996

CLASSIFIED MANAGEMENT

Director, Small Business Development Center
Salary: 47,315/annually, Expected Start Date: July 1, 1996

Information/Benefits Related to All Positions

12 months, 40 hours/week; 22-25 days vacation; 15 holidays; 1.2 days sick leave per month; $25,000 life insurance; medical, dental, and vision for employee and dependents; $1,200 annual doctoral stipend.
Application Deadline :2/21/96.

To obtain a detailed job announcement and application documents, contact the Personnel Office, Room 616, Solano Community College, 4000 Suisun Valley Road, Suisun, CA 94585-3197, or phone our 24 hr. Jobline at **707/864-7129**. Submission of the application documents to the Personnel Office by the deadline date, postmarks & faxes not accepted, is the applicant's responsibility. Only complete application materials will receive screening consideration.

SCC is an equal opportunity/affirmative action employer and encourages minorities, women, and the disabled to apply

---

UWM

UNIVERSITY OF WISCONSIN MILWAUKEE

Opportunity to Develop New Direction for Student Services at Wisconsin's Major Urban University

The School of Education at the University of Wisconsin-Milwaukee invites nominations and applications for the position of Assistant Dean for Student Services. The assistant dean will promote the School's urban mission through recruitment, advising, and retention of a diverse student population. As a member of the School's administrative team, the assistant dean will provide leadership and vision in expanding services, setting new directions, promoting diversity in the work place, and responding to community needs.

The Office of Student Services offers broad-based support to students, from pre-college through post-baccalaureate. The assistant dean will administer the operations of the student services office, supervise a staff of seven, promote academic programs, oversee licensing and certification as well as coordination of student records and databases.

Qualifications: An earned Master's degree in education or a closely related field and five years' experience in student services. This is a limited title with a concurrent probationary academic staff appointment, annual basis, and begins summer, 1996. The official position title is Director, Student Services (L). Salary is competitive and commensurate with experience. Please submit a résumé and three letters of reference postmarked not later than February 15 to:

Roberta Corrigan, Ph.D.
Chair, Search and Screen Committee
Department of Education Psychology
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201
Email: corrigan@esd.uwm.edu

The University of Wisconsin-Milwaukee is an affirmative action and equal opportunity employer. Minority candidates and persons with disabilities are strongly encouraged to apply. The names of those nominees and applicants who have not requested that their identities be withheld and the names of all finalists will be released upon request.

BEST COPY AVAILABLE

As part of a college-wide restructuring, the Professional Performance Division is now accepting applications for the senior-level position of Dean. The Dean reports to the Provost/Vice President of Academic Affairs, and is a member of the Academic Cabinet and the President's Council. This is a permanent, twelve-month position.

The Division includes eleven departments: Bass, Brass, Ear Training, Ensemble, Guitar, Percussion, Performance Studies, Piano, String, Voice, and Woodwind. Over 300 different courses, ensembles, labs and private instruction are offered by Division faculty serving approximately 435 students enrolled in its various majors. In addition, the Ear Training Department offers required courses for the College's 2700 students.

Dean Search

Reporting to the Dean are eleven department chairs, six assistant chairs, and a six-person office staff. As a senior academic leader, the Dean is expected to provide vision and leadership for the college's largest division. The successful candidate's previous experiences and ongoing activity in the performance profession should enable him/her to evaluate the changing demands for performance professionals and relate the impact of those demands to the effectiveness of the division's programmatic offering; establish appropriate goals for the Division; develop annual Division budget requests; recruit and maintain faculty for effective divisional teaching; and, with the advice of the department chairs and faculty, formulate Division policies, procedures and standards.

The successful candidate must possess solid musical education as evidenced by an earned advanced degree and/or equivalent professional training; demonstrated skills in leadership, management, evaluation, and planning in an educational setting; strong and effective communication and interpersonal skills; established credentials as an active performer with national/international visibility; teaching and/or administrative experience in a college setting; familiarity with technology as it relates to professional performance; ability to identify and establish appropriate musical and educational direction; a broad stylistic musical orientation; critical understanding and an acceptance of diversity in contemporary (jazz, rock, pop, concert) music forms; and a proven commitment to excellence appropriate for a senior-level leadership in a division whose educational mission is practical training for today's professional musician. Salary commensurate with qualifications.

Berklee College of Music is a private, four-year institution with an educational mission of practical career preparation in the various styles of today's professional music world. The 300 or more internationally respected faculty work with 2700 students from 75 countries and the U.S.

Please send resume, three letters of recommendation, and any supportive background materials with a letter of application by February 16, 1996 for a start date of July 1, 1996 or sooner. Incomplete applications will not be considered. Women and minorities are encouraged to apply.

Send all materials to:
Professional Performance Division Dean Search Committee
Office of the Provost, Box #1
Berklee College of Music
1140 Boylston Street
Boston, MA 02215

Berklee
COLLEGE OF MUSIC

An Equal Opportunity Employer

UNIVERSITY OF WISCONSIN Whitewater Music Faculty

Music. Two tenure track positions beginning August 1996; rank and salary dependent upon academic preparation and past teaching experience; earned doctorate preferred, ABD candidates considered.

1) Applied clarinet, music theory, clarinet techniques. Additional responsibilities to include recruiting activities and performance. Evidence of substantial background in both clarinet and music theory. Demonstrated successful college teaching experience. Letter of application, vita, three recent letters of reference, copies of all college transcripts to Dr. Glenn C. Hayes, Chair; Clarinet/Theory Search Committee (address below). Deadline: February 23, 1996. No tapes please.

2) Musicology/Interdisciplinary Arts. Teach undergraduate music history/literature, period courses, possible graduate seminar in music history. Teach World of the Arts, a university-required, general education course in the study of music, visual art, dance, and theatre. Other responsibilities, dependent upon qualifications of candidate and needs of department, may include form and analysis, world music, early music ensemble, or studio instruction. Successful candidates will demonstrate a strong record of excellence in teaching, and accomplishment or potential in related areas of research. Candidates with interdisciplinary arts experience and facility with multimedia technologies and materials will be strongly considered. Send letter of application focused on teaching interests, abilities, and philosophy; vita; three letters of reference; and copies of all college transcripts to: Dr. Janet R. Barrett, Chair; Musicology/Interdisciplinary Arts Search Committee. Deadline: March 1, 1996.

Department of Music: University of Wisconsin-Whitewater, 800 West Main Street; Whitewater, WI 53190-1790.

Mississippi State
UNIVERSITY

DEAN, College of Engineering Mississippi State University

Mississippi State University seeks a distinguished person of vision and proven leadership to be Dean of the College of Engineering. The successful candidate will be expected to promote change and to bring the College to a higher tier of excellence.

Mississippi State University is a land-grant institution and is among the top 100 institutions in the United States in funding for research and development as reported by the National Science Foundation. Candidates for the position should have an interest in the challenge of enhancing the substantial research activities of the College and integrating them with its educational mission. The Dean will serve as an advocate for the College and its programs within the University and to external constituencies.

The College of Engineering is one of nine colleges and schools in a comprehensive university with 13,600 students and 800 faculty members. The College of Engineering, with 120 faculty and 2,150 undergraduate students and 350 graduate students, has annual funded research expenditures of $16 million.

The Dean, who reports to the Provost/Vice President for Academic Affairs, has curricular, budgetary, and personnel responsibilities for eight departments, including Aerospace Engineering, Agricultural and Biological Engineering, Chemical Engineering, Civil Engineering, Computer Science, Electrical and Computer Engineering, Industrial Engineering, and Mechanical Engineering. Associated research units include one of the nation's 21 NSF engineering Research Centers and the Diagnostic Instrumentation and Analysis Laboratory (DIAL). Other research centers include the Raspet Flight Research Laboratory and the High Voltage Laboratory. Candidates must possess an earned doctorate in a relevant discipline and must qualify for appointment as a full professor in one of the departments of the College. Candidates must present evidence of leadership in academic administration, sustained accomplishments in engineering education, and a distinguished record of scholarly research. Candidates should demonstrate support for an achievement in faculty, staff and student diversity. Candidates should demonstrate background in strategic planning and possess a keen awareness of trends in engineering education and research. Relevant industrial experience is highly desirable. Excellent communication skills and a background in securing external funding are required.

Salary will be commensurate with qualifications and experience. Screening of applicants will begin on February 15, 1996, and will continue until the position is filled. Tentative starting date will be July 1, 1996, or as soon thereafter as possible. Send nominations or applications, including resume and the names and addresses of three or more references, to

John M. McRae, Chair, Search Committee for Dean of Engineering
Mississippi State University
P.O. Box AQ
Mississippi State, MS 39762-5541

Mississippi State University information: http://www.msstate.edu

Mississippi State University is an Affirmative Action/Equal Employment Opportunity Employer

BEST COPY AVAILABLE

DEAN
GRADUATE SCHOOL OF SOCIAL WORK
UNIVERSITY OF DENVER

The University of Denver is a major, private, doctorate-granting institution, established in 1864 and enrolling more than 8,000 students. It is financially healthy and programmatically vibrant, and has launched a major capital campaign this past fall.

The Graduate School of Social Work has approximately 21 full-time faculty and 25 adjunct teaching faculty. Three hundred and seventy students are enrolled in the master's and doctoral programs. The department carries out sponsored research and clinical training grants totaling approximately $2,000,000 annually. The research program encompasses quantitative and qualitative approaches. The Master's program has a unique integrated practice base and five areas of concentration in the 2nd year for child welfare, mental health, health, drug dependency, and gerontology. The School was recently awarded a child welfare training grant, one of 10 in the U.S. The Graduate School of Social Work has strong educational training linkages to social welfare institutions in the community and the region.

The Dean is responsible for the intellectual and administrative leadership of the School and reports directly to the Provost of the University. The Dean must be committed to excellence in graduate education and in research, to working effectively with other areas of the University, to the enhancement of student recruitment strategies, and to professional and community outreach.

The candidate should have a commitment to high intellectual and ethical standards; a substantial record of experience and accomplishment in both teaching and research, strong organizational, administrative and communication skills; an earned doctorate with a graduate degree in Social Work; experience in fund raising and promoting grant-sponsored research; a record of high achievement commensurate with appointment as tenured full professor; national visibility as a leader in social work; a well-developed vision about the profession and the role of social work education; and demonstrated commitment to cultural diversity.

Nominations and applications must include a cover letter, current resume and the names and telephone numbers of five references who may be called. Applicants should also be prepared to send five (5) letters of reference upon request.

Screening of applications will begin by January, 1996, but we will continue accepting applications and nominations until a candidate is selected. The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications, particularly from women, minorities, people with disabilities, and veterans.

The position will become available September 1, 1996. Submit materials to Dean Peter Buirski, Outside Chair, OSSW Dean's Search Committee, Graduate School of Work, University Park, University of Denver, CO 80208.

DIRECTOR, MASTER OF SCIENCE IN MANAGEMENT PROGRAM
THOMAS EDISON STATE COLLEGE

The College has developed its first Master of Science in Management (MSM) degree program to be offered during the 1995/1996 academic year. This is a competency-based program with limited residency requirements. The director will be responsible for providing leadership in the implementation of this program and will serve as the program manager.

Thomas Edison, one of 12 senior public colleges and universities in New Jersey, enrolls 9,000 adult students from around the world. The College currently offers baccalaureate and associate degrees in liberal arts, business, applied science and technology, nursing and human services and specializes in distance learning. Thomas Edison is known internationally for its expertise in assessing learning acquired outside the college classroom and is widely respected for excellence in academic advising; serving students through rigorous on-line computer courses; independent study and testing program; providing educational services worldwide through the College's own computer network; and developing partnerships with other colleges, corporations, the military and municipal governments. The work environment is dynamic, innovative and fast-paced. The College offers an on-line interactive computer network for students, staff and consulting faculty.

The director, reports to the Academic Dean and provides leadership and direction in the Master of Science in Management program. The director assumes responsibilities for selection of faculty, selection of students to be admitted to the program, academic advising and developing academic policies, provides training and coordinates the work of the staff involved with the MSM program. He or she directs the goals and objectives of the MSM program on an annual and long-range planning basis.

The successful candidate will have demonstrated the following professional and personal qualifications:

•A strong academic background;
•An earned doctorate in an appropriate discipline preferred;
•A clear understanding of an adult learner competency-based program;
•Experience in academic administration at the graduate level;
•Success in program and curriculum development;
•Faculty development experience;
•Experience leading educational technology changes;

Top level skills are required in written and oral communications, diplomacy, consensus building and the ability to provide a strong leadership to enhance the quality and integrity of the MSM program within the business community.

Thomas Edison State College is an affirmative action, equal opportunity employer. This is a full time, 12 month position with a competitive salary and an outstanding benefits package commensurate with qualifications and experience.

Applications and nominations must be received by February 15, 1996 and should be addressed to:

Director, Master of Science in Management Search Committee
c/o Dr. Patricia M. Sparks, Academic Dean
Thomas Edison State College
101 West State Street
Trenton, NJ 08608-1176

ST. CLOUD STATE UNIVERSITY
Dean
College of Education

St. Cloud State University invites applications for the position of Dean, College of Education. Offering a wide range of graduate and undergraduate programs, the College is organized into nine departments with approximately 140 faculty; Applied Psychology; Child and Family Studies; Educational Administration and Leadership; Health and Safety; Human Relations; Information Media; Physical Education, Recreation and Sport Science; Special Education and Teacher Development.

Responsibilities: Provide leadership, planning, coordination and management relative to all personnel, programs and services of the college. Characteristic duties include: (1) provide a positive dynamic environment for teaching, research and services; (2) support continuing development and improvement of curricula and programs; (3) make recommendations relative to the appointment, retention, promotion and tenure of faculty; (4) determine fiscal and personnel needs and make budgetary requests; (5) administer collective bargaining agreements, affirmative action policies; and other state and federal regulations affecting the program administration of the college; (6) interact with elementary/secondary schools as well as local, state and other professional educational committees and councils.

Qualifications: Doctorate in appropriate field in education. Minimum of three years' teaching experience in elementary or secondary schools and a minimum of five years' experience in higher education, including teaching and administrative experiences. Evidence of democratic and participatory leadership style. Demonstrated support for effective teaching and a broad interpretation of other scholarly and creative activities; knowledge of and advocacy for K-16 partnerships, external funding, grants and fund raising; and commitment to concepts of affirmative action and cultural diversity. Experience in a collective bargaining environment desirable.

Starting Date: July 1, 1996.

The University: Founded in 1869, St. Cloud State University stands as the flagship campus of 62 colleges and universities that make up Minnesota State Colleges and Universities (MnSCU), a statewide system of community colleges, state universities, and technical colleges. SCSU's student body totals nearly15,000, which includes more than 1,600 graduate students. The students are served by nearly 700 faculty, who teach in academic programs offered through the Colleges of Business, Education, Fine Arts and Humanities, Science and Technology and Social Sciences. The university is dedicated to diversity in education in order to prepare students for the diverse world of work and to participate in a democratic society. As a comprehensive state university, SCSU awards bachelor's and master's degrees as well as an educational doctoral program in cooperation with the University of Minnesota. Study centers located at several international sites enhance the opportunities for international experience and understanding for SCSU students and faculty. All of SCSU's programs are fully accredited by the North Central Association of Colleges and Universities. The College of Education is accredited by the National Council of Accreditation for Teacher Education. Many programs and collegiate units have achieved additional national accreditation, providing further assurances of strong academic standards for students.

The postmarked deadline for receipt of all application materials is Friday, February 16, 1996. Materials postmarked after this date cannot be guaranteed consideration. To apply, candidates should submit a letter of interest, curriculum vitae, and 3-5 recent letters of professional recommendation. Semi-finalists may be asked to submit additional application materials.

Please direct all nominations and applications to:

Dr. Barbara A. Grachek
Vice President for Academic Affairs
St. Cloud State University
720 - 4th Avenue South
St. Cloud, MN 56301-4498

SCSU is committed to a policy of nondiscrimination in employment and education opportunities. We recognize that the future of our nation and its higher education system depends on our abilities to educate a diverse student body and we welcome applications from people of protected classes.

UNIVERSITY OF WISCONSIN-PLATTEVILLE

DEAN OF THE COLLEGE OF LIBERAL ARTS AND EDUCATION

The University of Wisconsin-Platteville, founded in 1866, is one of 13 comprehensive universities in the University of Wisconsin System. UW-Platteville is located in Platteville, Wisconsin, a community of 10,000 situated in the rolling hills of southwestern Wisconsin about 70 miles southwest of Madison. The University enrolls approximately 5,000 undergraduate and 225 graduate students, is home to the Wisconsin Shakespeare Festival, and is recognized as a cultural center for the tri-state region of Iowa, Illinois and Wisconsin.

The newly formed College of Liberal Arts and Education consists of 95 faculty serving the Departments of Criminal Justice, Economics, Fine Arts (Art, Music, Speech, Theatre), Humanities (English, Foreign Languages, Philosophy), Psychology and Counseling, Social Sciences (History, Political Science, Sociology, Geography), Programs in Ethnic Studies and Women's Studies, and, the School of Education (Elementary, Middle and Secondary Education, Health and Physical Education). Understanding of NCATE accreditation and public instruction issues are important. The College faculty are committed to providing a quality education for their majors and an outstanding program in general education for all UWP students, and the Dean will be expected to provide leadership in this process. Within the College, ninety percent of the graduate students are enrolled in Teacher Education and Counselor Education. The College houses the Center of Education for the Young Adolescent, a designated Center of Excellence by the Board of Regents and a nationally recognized middle level school professional development program. The Criminal Justice major is part of a specialized program identified in the University mission.

The Dean is the chief executive and academic officer of the College and reports to the Provost. The Dean provides academic and administrative leadership for the faculty, staff and students, represents the College within the University and manages the College's financial resources and external relations.

The ideal candidate must have a terminal degree and possess credentials which could lead to tenure in one of the disciplines represented within the College. In addition, the candidate must have a demonstrated record of effective administrative leadership and classroom teaching experience in higher education, must have outstanding verbal and written communication skills, must have a demonstrated record of leadership in the areas of team building and strategic planning, must have the ability to work with and recruit from a diversified population, must have the ability to establish positive relations with alumni and other external constituencies, must understand the roles of assessment, information technology and distance learning in higher education, must participate in university fund-raising efforts, and must be committed to a strong liberal arts education for all UWP students.

The position begins July 1, 1996 and the deadline for receipt of nominations and applications is February 16, 1996. Complete applications consist of a letter expressing interest and highlighting qualifications specifically related to the position description; a current résumé; and, the names, addresses, and phone numbers (both office and home) of four references. The names of nominees and applicants who have not requested in writing that their identify be kept confidential, and of all finalists, will be released upon request.

Send the nominations and applications to:

William Campbell, Chair
Search and Screen Committee for
Dean of the College of Liberal Arts and Education
University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818-3099
Phone (608) 342-1745 or FAX (608) 342-1270
INTERNET: CAMPBELLW@UWPLATT.EDU

The University of Wisconsin-Platteville is an EEO/AA Employer and actively seeks the applications of qualified minority and women applicants.

BEST COPY AVAILABLE

Associate Dean, Human Services

(Administration of Justice, Social Services, Health Services, Child Development Services and other areas)

Thomas Edison State College

Thomas Edison, one of 12 senior public colleges and universities in New Jersey, enrolls 9,000 adult students from around the world. The College currently offers a masters in management and baccalaureate and associate degrees in liberal arts, business, applied science and technology, nursing and human services and specializes in distance learning. Thomas Edison is known internationally for its expertise in assessing learning acquired outside the college classroom and is widely respected for excellence in academic advising; serving students through rigorous on-line computer courses, independent study, portfolio assessment, and testing programs; providing educational services worldwide through the College's own computer network; and developing partnerships with other colleges, corporations, the military and municipal governments. The work environment is dynamic, innovative and fast-paced. The College offers an on-line interactive computer network for students, staff and consulting faculty.

The Associate Dean is responsible for the academic oversight, development, and implementation of the human services programs, the identification and training of faculty consultants and student advisement. The Associate Dean works with the College's outreach programs including the New Jersey Baccalaureate Degree Completion Program, a partnership with the state's nineteen community colleges. The Associate Dean supervises the Senior Program Advisors and support staff for the program area. Other duties include oversight of program materials, participation in appropriate academic and administrative committees, a facilitative role in the college's distance education initiatives and related grant and contract activity.

Requirements for the position include:

- Terminal degree in an appropriate discipline preferred
- Progressive academic experience
- Experience in non-traditional adult education
- Four years relevant administrative experience
- Academic advising and/or mentoring in an appropriate academic field
- Supervision of professional level employees

Thomas Edison State College is an affirmative action, equal opportunity employer. This is a 12 month position with a competitive salary commensurate with qualifications and experience and an outstanding benefits package.

Applications and nominations will be accepted until April 1, 1996. Review of applications will begin March 1, 1996.

Associate Dean Search
c/o Patricia M. Sparks, Academic Dean
Thomas Edison State College
101 West State Street
Trenton, NJ 08608-1176
psparks@call.tesc.edu

UNIVERSITY OF SASKATCHEWAN

Invites applications and nominations for the position of

DEAN OF GRADUATE STUDIES & RESEARCH

The University of Saskatchewan offers an outstanding opportunity to candidates committed to the development and direction of a College of Graduate Studies and Research dedicated to excellence in graduate teaching and scholarship. The Dean is responsible to the Vice-President (Academic) for the leadership and administration of the academic programs and activities of the College.

The University of Saskatchewan offers graduate programs to the Master's level in twelve of its thirteen colleges. The Ph.D. degree is available in a wide variety of disciplines in the College of Arts and Science and in ten of the professional colleges. Programs leading to a postgraduate diploma are offered. In 1995-96, the University of Saskatchewan student body comprised approximately 19,500 students; of these, approximately 1500 full-time and 500 part-time students were engaged in graduate degree programs.

The Dean will provide dynamic leadership within the College, will act as an advocate for graduate students in the first instance, and will be an established scholar and with proven administrative ability. The Dean will normally hold an academic appointment as a professor. The Dean will also be involved in the University's general academic leadership and is expected to provide leadership for the continuing development of the graduate programs within the university. The Dean will work collaboratively with the Associate Vice-President Research. The appointment will be for a term of five years in the first instance and will be effective July 1, 1996 or as soon thereafter as possible.

Nominations an applications with complete resumes will be accepted until March 15, 1996 or until a suitable candidate has been found and should be submitted to:

Dr. Patrick J. Browne,
Vice-President (Academic)
E216 Administration Building
105 Administration Place
University of Saskatchewan
SASKATOON, SK S7N 5A2

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

The University of Saskatchewan is committed to the principles of Employment Equity and welcomes applications from all qualified candidates. Women, people of Aboriginal descent, members of visible minorities, and people with disabilities are invited to identify themselves as members of these designated groups on their application.

DEPARTMENT CHAIR POSITION EDUCATIONAL LEADERSHIP AND POLICY STUDIES

University of Oklahoma

The faculty of the Department of Educational Leadership and Policy Studies in the College of Education at the University of Oklahoma is seeking a dynamic, energetic leader to serve as chair. The Department includes 20 tenure tract positions balanced across ranks. A unique opportunity exists in this department to define innovative directions in Educational Leadership and Policy Studies while strengthening an already firm commitment to scholarly productivity, teaching, and service. Educational programs include emphases in Educational Administration, Curriculum, and Supervision, Adult/Higher Education and Educational Foundations. Degrees are offered at the masters and doctoral levels, and certificates at the post masters level in administration.

Position: Department Chair, eligible for tenure at the Associate/Full Professor rank, 12 month appointment.

Required Qualifications: Earned doctorate specializing in one of the program emphases. Scholarly productivity, teaching, and service deserving of tenure at the rank of associate or full professor. Experience in advising graduate students and supervising doctoral dissertations. Experience in working collaboratively with faculty, students, practitioners, and organizations. Administrative experience. Commitment to maintaining and promoting diversity among students, faculty, and staff.

Desirable Qualifications: Experience with academic program development at the graduate level. Experience with multiple program coordination. Experience with interdisciplinary program activities. Experience with budget. Recent scholarly productivity. Sensitivity to diverse methods of inquiry. Successful grant writing experience. Practitioner experience in the area of specialization.

Salary: 12 month. Competitive, commensurate with education and previous experience.

Anticipated Beginning Date: August 16, 1996

Application Deadline: Initial screening will begin March 8, 1996 and remain open until position filled.

Applications: must include a letter describing experience and qualifications, a curriculum vita, and the names, addresses and telephone numbers of five references. Please send applications to: Dr. Bonnie Konopak, Chair-ELPS Chair Search Committee-College of Education-The University of Oklahoma-820 Van Vleet Oval-Nonnan, OK 73019-0260-(405)325-1081.

The University of Oklahoma is an Equal Opportunity/Affirmative Action Employer. Women and/or minority candidates are encouraged to apply.

FACULTY POSITIONS

FALL 1996

CONTRA COSTA COLLEGE
Call (510) 236-2372

AFRICAN AMERICAN STUDIES
ADMINISTRATION OF JUSTICE
BIOLOGY
COUNSELOR
MATH
MUSIC
PHYSICAL EDUCATION

DIABLO VALLEY COLLEGE
Call (510) 685-1230 ext. 1929

ART
BIOLOGY
BUSINESS (STATISTICS AND AIM)
CHEMISTRY
COMPUTER INFORMATION SYSTEMS
DSP&S
ECONOMICS
ENGLISH
HISTORY
LIBRARIAN
MATHEMATICS
MUSIC-PIANO
PHYSICS

LOS MEDANOS COLLEGE
Call (510) 439-2185

MATH, ext. 801
RECORDING ARTS, ext. 802

THE UNIVERSITY OF WISCONSIN-OSHKOSH: Program Director
UNIVERSITY OF WISCONSIN SYSTEM: Women and Science Program
COORDINATOR, UNIVERSITY OF WISCONSIN-OSHKOSH: Science Outreach Program

Applications are invited for an administrative position in the Office of the Dean, College of Letters and Science. The successful candidate will administer the University of Wisconsin System Women and Science Program and the University of Wisconsin Oshkosh Science Outreach Program. Each is a half-time position. The appointment may be either at a senior level with tenure or as continuing academic staff, depending upon experience. Qualifications: Ph.D. in mathematics or a science; college teaching experience; expertise in gender, race and ethnicity issues in science; required. Success in obtaining extramural grants in science education; outreach and/or administrative experience; preferred. Responsibilities: coordination and development of both programs; proposal writing; communication and interaction with faculty, staff and administrators at the University of Wisconsin Oshkosh, at other University of Wisconsin System campuses, and in school districts in Wisconsin and nationally.

The Women and Science Program is a System-wide program whose goal is the reform of introductory science courses --content, climate, pedagogy -- to encourage capable students, particularly women and minorities, to continue their study of science. Faculty development programs have been central to the program efforts to date. The Program was developed by the University of Wisconsin System Women's Studies Consortium, and the Program Director will work closely with the System-wide Advisory Board.

University of Wisconsin Oshkosh Science Outreach provides continuing education for teachers of the region and the nation, as well as programs targeted at K-12 students. The objectives of these programs are to improve science instruction and accessibility at the K-12 levels.

Please send a letter of application, resume, three current letters of recommendation and transcripts to Michael Zimmerman, Dean, College of Letters and Science, University of Wisconsin Oshkosh, Oshkosh, WI 54901. For more information call: (414)424-1210, e-mail:mz@vaxa.cis.uwosh.edu. Closing date: March 29, 1996.

The University of Wisconsin Oshkosh is an Affirmative Action/Equal Opportunity Employer.

THE LAST LAUGH

How Do You Measure Your Success?

Every now and again it's good to ask yourself, "How am I doing?"

Your boss is only too happy to provide the feedback, but that perspective assumes that work is the number one priority in your life.

And your family frequently gives feedback on meals, state of the household, etc., but how much of that is about who you really are?

It's important to set standards and evaluate your success at reaching them. For example, back in my days as an ice hockey player, we had some wild-and-crazy road trips. Here are the ways to know we'd had a good road trip:

- We spent more on beer than on food.
- We spent more on beer than on the hotel.
- We had a security escort from the bar to the hotel.
- We almost got arrested.
- We forgot when the team curfew was.
- Our coach forgot when curfew was.
- We returned with more pucks than we left with.
- We returned with more underwear than we left with.
- We won the Sunday morning game.
- We started planning the next road trip on the ride home.

As we planned the January reception to celebrate four years of publishing *Women in Higher Education*, 2,500 active subscribers, a World Wide Web page and "still having fun after all these years," we decided this was a milestone, and it was time to take stock of where we were.

So we listed what we consider the top indicators of our success in creating a useful network to serve women practitioners in higher education:

1. We have to empty the wastebaskets more than once a month. It used to be a ritual, taking the time to clean up the office and empty wastebaskets only when the issue was safely tucked in at the printer and we could breathe a sigh of relief.

2. We had to staple five extra pages to the back of the spiral notebook in which we record every cent that comes into the office. It's an archaic backup to a complex but wonderful computer fulfillment system, but it has saved our hides many times.

3. We are being imitated by a big-time New York publisher, and we all know that "imitation is the most sincere form of flattery." If he wants to serve women on campus, we must be on the right track.

(NEWS FLASH: *The Monthly Forum on Women in Higher Education* suspended publication January 18 after four issues, due to financial concerns.)

4. We get calls to switch our long distance phone system at least once a week, since we spend about $400 a month on calls and faxes.

5. About half of the people we call as sources for articles have heard of us, and many subscribe!

6. We have been called as editorial sources by other writers, including those at Lingua *Franca, Working Women* magazine, the *Minneapolis Star-Tribune* and *The Chicago Tribune*.

By what measure do you rate yourself?

For some, it's surviving from one day to the next. For others, it's *wanting* to get out of bed in the morning. Still others count it as a success *that* they get out of bed, not whether or not they *want* to.

One colleague knows she's earning enough when she can afford to buy a new pair of glasses each year, whether or not her prescription changes.

Most women set standards higher than mere financial ones, realizing there's much more to life than money. And they recognize that the process of getting there itself is more important than reaching milestones in life.

Balance is a key to many, assuring that the elements of work, family, and personal time (fun) are in equilibrium.

Time is another measure. One colleague makes sure that in every block of time, one is doing something for yesterday, today and tomorrow.

Whatever rings your chimes, it's important to disentangle yourself from the day-to-day routine every now and then to look to the horizon and maybe recalibrate your steering mechanism.

Don't get depressed over being off course a little, just make the correction and get on with the journey. And keep on having fun!

Mary Dee

❁ JOIN THE NETWORK, IMPROVE THE WORLD OF WOMEN

☐ YES, I want a stronger voice on campus. Start my one-year subscription.

☐ I've enclosed $66, saving $7 from the $73 introductory price. (Canada $76 U.S. $)
☐ Bill me $73. (Canada $83 U.S. $) Signature ____________________
☐ Credit Card ___Visa___MC
Number ____________________ Expires ________ Signature ____________________
Name ____________________ Title ____________________
School ____________________ Address ____________________
City ____________________ State/Prov. ________ ZIP/PC ____________ Phone (_____) ____________

Send to: *Women in Higher Education,* 1934 Monroe St., Madison WI 53711 E-mail: women@wihe.com
Phone (608) 251-3232 FAX (608) 284-0601 Fed ID # 39 -1711896 February 1996
Printed on Recycled Paper with 100% Soy-based Ink.

WOMEN

IN HIGHER EDUCATION

MARCH 1996
Volume 5, No.3

ABA Commission Advises Solutions to Sexism in Law Schools

If you believe two female Supreme Court justices and a female Attorney General show gender bias in the legal profession has ended, think again.

Sexism is alive and thriving in law schools today, reports the American Bar Association's Commission on Women in the Profession.

Although the January 1996 report finds a better climate for women in law schools and more schools with specific woman-friendly programs than 10 years ago, it also finds many blatant problems.

Law schools seem to share the problems - and the solutions - common to many professional schools that have increased the number of women students and faculty without adequately addressing the new cultural climate that is necessary for their success.

Based on interviews with students, faculty and deans at 58 American law schools in 1994 and 1995, the report says female professors endure disrespect, while female students are ignored or harassed by professors, and face outright bias and bigotry from young white male students who are threatened by their presence and success.

Although women students make up 44% of the first year-classes and almost 50% of all law students, and more women are law school faculty, the report documents continuing sexual bias in classrooms, in promotion and tenure and salary, and in female faculty representation on key committees.

"Many women students experience sexism that impedes their education and many women faculty members are hindered by gender bias during their careers," says Cory Amron, a Washington lawyer who served as project research director.

"We've discovered that at a lot of places there is still a problem," notes American Bar Association President Roberta Ramo, calling it "very troubling."

"Law schools with minimal problems in these areas reaped the benefit of strong administrative leadership. Deans and prominent faculty members have played an important role in fostering gender equity and fairness and achieving a critical mass of women students and faculty," the report says.

Over 18 months, the commission recorded the stories of bias and discrimination. For example:

- A faculty member in a large Midwestern law school routinely calls women students "little girl" and "sweetie."
- Law texts still portray women as stereotypes.
- Male law students put down female law students, laughing at their comments in class, and they receive no reprimand from their professors.
- Male students refuse to respect women faculty, like this one commenting, "I enjoy watching her jiggle when she wrote at the chalkboard."
- Women faculty earn significantly less, as one dean commented about hiring people in legal writing: "we can get education for cheap because we can hire people on the mommy track."
- A professor at a small Midwestern school kept a female student from teaching, stopping just short of illegal sexual harassment. His punishment was a semester off with full pay.

In some schools, the problems seem worse than a decade ago. In its Executive Summary, the commission says today's male law students are responsible for much of the problem: "This may be a reaction to women's success in terms of numbers; testimony indicates that young white males seem more threatened by women classmates today."

Another reason for the hostile climate toward women may be that "Law schools also mirror society's decline in respect toward fellow human beings [and] their cultural differences," notes the summary. And the worst "deterioration in civility" occurs toward multicultural women professors.

"People often assume that the younger men in law school act in a less sexist manner than senior male attorneys, the evidence indicates just the

What You'll Find Inside:

ABA suggests how to end law school sexism 1
Newswatch: Gendered politics at work 2
'The Dean' is a couple at Antioch College 4
Class of 1999: What separates the sexes? 5
Athletics admins learn how to move up 7
Accreditation: Pathway to power for women 8
Career strategies for women who would lead .. 10
How to get your dissertation published 11
Teaching strategies consider gender issues 12
What do women on campus want, anyway? 13
Sometimes you *can* go back to the academy 14
Editor suggests ways to protect from loss 24
PLUS 37 jobs seeking women candidates 15

opposite," the report says.

Although 28% of the law professors are now women, they are more likely to be junior faculty in outsider roles, and likely to endure unfair tenure battles, lack of respect from male colleagues and student challenges to their authority.

Recommendations To End Bias

Because "Future generations of our profession are molded in law school" and "The legal academy should represent the highest standards of our profession," the report recommends how law schools can change to "fulfill their obligation to graduate skilled and confident women lawyers."

Most of the summary addresses ways to end bias, and many are fairly low-cost and easy to do:

- **Committee on Gender.** Beginning with the dean, the commission recommends that each school create a committee on gender issues to provide a focal point and a framework for gender-related discussion, feedback, and problem-solving, as well as to establish new norms in the school. The new norms would affirm equality, fairness and dignity, as well as the importance of these values for a diverse student, faculty and staff population.

The committee might have sub-committees to address major concerns, such as sexual harassment, family leave or admissions; or, it might have liaisons to faculty committees dealing with these topics. Whatever the structure, each law school needs to address certain key issues:

- **Hiring.** Conducting traditional searches does not increase the number of women faculty. Each school should discuss innovative ways to attract more women faculty. Examples: inviting women visiting professors to the school for one- or two-year appointments or offering help to two-career couples.
- **Promotion and tenure.** Each school can be open to alternative criteria and teaching methods, while providing early information on exactly what's required to climb the academic ladder.
- **Curriculum.** Consider whether there is a need for additional courses to address gender and other diversity issues. (*WIHE* suggests: Traditionally, law has been taught as an adversarial relationship. But in real life, negotiating and collaboration are a key part of law. In fact, an index of the social science feminist theory in professional periodicals lists law journals as a major source of citations, including those at Buffalo, Wisconsin and Harvard Universities.)
- **Student life.** Law schools should pay special attention to groups and publications that may discourage women students from full participation. A number of schools, for instance, have few women students on their law journal's editorial staff.
- **Admissions.** Examine brochures and other materials to ensure they're welcoming to all prospective students. Review criteria to ensure they give no advantage to male applicants.

The dean can also take steps to ensure that the school's faculty provides a welcoming environment for all diverse groups. For example, assign women professors (and male professors who support female colleagues) to key committees and projects. By regularly reviewing faculty salaries, and seeking adjustments when necessary, the dean can assure salary equity.

For their part, both women and men faculty members have a great deal of power to improve the climate for all women in their classes. They can:

- **Create a classroom atmosphere** where everyone is listened to and treated respectfully. This means responding when students make belittling comments about classmates, and treating all their students with equal respect.
- **Use a broad variety of teaching methods,** assignments and assessment measures, so students have the chance to understand the material in the way they learn best.
- **Avoid 24-hour take-home exams,** which put students who are caregivers at a disadvantage.
- **Encourage women students to speak up in class.**
- **Help students in their quest** to build a positive environment for all. As consumers and clients of the educational process, students can help shape their education and their profession. Second- and third-year students especially can meet in groups to brainstorm ideas for improving the law school climate, and complain about inappropriate textbooks, lectures, comments in classes, or even faculty behaviors.

The report also makes suggestions for national accrediting agencies, legal professional associations, and publishers. All stress collecting and reporting data, necessary to provide benchmarks, not to mention light-of-day pressures toward full equality within the legal profession.

–DG

The complete report, *Elusive Equality: The Experiences of Women in Legal Education* (PC: 4920015) costs $18. An *Executive Summary* (PC: 4920014) costs $12. To order, call ABA order fulfillment: (312) 988-5522. For more on the work of the Commission, contact: ABA Commission on Women in the Profession, 750 North Lake Shore Drive, Chicago, IL 60611; (312) 988-5715.

WOMEN
IN HIGHER EDUCATION

Editor and Publisher: Mary Dee Wenniger
Copy Editor: Barb Brady
Contributors: Melanie Conklin, Doris Green, Dianne Jenkins
Technical Editor: J. A. Vosen
Career Connections: Mary Zenke

Mission: *To enlighten, encourage, empower and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.*

Women in Higher Education is published monthly twelve times a year by The Wenniger Company. Editorial offices and subscriptions: 1934 Monroe Street, Madison WI 53711-2027. Phone (608) 251-3232. Fax (608) 284-0601. Annual subscription rates: $79 US, $89 Canada (US funds), $99 elsewhere. Copyright 1996 by The Wenniger Company. All rights reserved. Photocopying is illegal and unethical. Write or call for discounted multiple subscription rates. Second class postage paid at Madison WI. POSTMASTER: Send changes to ***Women in Higher Education,*** 1934 Monroe Street, Madison WI 53711-2027. ISSN: 1060-8303. *WIHE* Web Site: http://www.itis.com/wihe

WOMEN
IN HIGHER EDUCATION

RATE SHEET #4
April 1996

The ONLY Monthly Publication to Reach 12,000 Women Campus Leaders

Now in its fifth year, this monthly practitioner's news journal can help you reach thousands of women leaders on campuses all across the United States and Canada.

Why is this an advantage for your school?

- **Women leaders add to the diversity of campus leadership,** often contributing a new perspective and more global view.
- **Women students are a majority** on most campuses. They are your customers, whose needs and values deserve appropriate attention.
- **Leadership trends are toward a more cooperative and less competitive approach,** a style that women traditionally are comfortable with.
- **By reaching out to women, searches can dramatically increase their talent pool** from which to select the best candidate.
- **You can reach more than 12,000 women readers here each month.** With a circulation of about 2,500 and a documented average pass-on of four more, (plus 1,000 issues distributed free at conferences each month), this news journal reaches the women who are making a difference on campus.
- **Our new World Wide Web site,** which includes all Career Connections job ads, records about 1,000 hits per day.
- **Low rates,** compared to many others, reflect a *WIHE* philosophical value of offering a wide range of campus job opportunities to women leaders.

Some might mistakenly assume that low rates reflect a devaluing of the publication or its readers. Rather, we believe that high rates would limit the ability of some schools on limited budgets to reach out to just the candidates who might best help them succeed: women.

We've Been Discovered!

In 1995, Career Connections ads increased by 49% over 1994. Perhaps schools are beginning to better appreciate the valaue of women leaders, or Career Connections Director Mary Zenke is doing great work, or both!

Who are Subscribers?

- ***Administrators,*** academic and non-academic. More than 85% now hold administrative positions. The remainder are faculty/other, many having aspirations to become administrators.

  Subscribers include hundreds of presidents and VPs, provosts and deans/directors. And twice as many are their associates and assistants, poised to move into the more influential leadership roles.

- ***Very experienced on campus,*** with 35% of subscribers having been higher educational professionals for five to ten years, and 60% more than ten years!

- ***Mature professionals.*** Of subscribers, 30% are in their 30s, 45% are in their 40s, and 20% are in their 50s. (We suspect that those younger don't see a problem, and older don't see a solution.)

- ***Representatives of a variety of schools.*** About 70% are on four-year campuses and 30% on two-year campuses. About 60% of the campuses have more than 5,000 students, while 40% have fewer.

- ***Inclined to value both substance and attitude.*** These are the women who are striving to improve their campuses and themselves. More than 80% are seeking to improve their leadership skills, and learn from other women leaders.

- ***On the move.*** About 60% list the specific job opportunities offered each month as a major reason for subscribing to the publication.

What You'll Find Here:

Why hire women as leaders? 1
Subscriber demographics, profile 1
Quotations from advertisers & readers 2
Step-by-step "How to use WIHE for searches" ..2
#4 Rate sheet: sizes, costs 3
Deadlines for 1996 issues...3
Surfin' the net: *WIHE* Web page boosts jobs 3
List of 300 schools advertising jobs in *WIHE* 4

In Other's Words:
What Advertisers and Readers Say

"I was the assistant in the search. We did notice that there were more women applying for this position than we have seen in the past. Yes, of course we'll use you in the future."

– Advertiser at a top East Coast tech institute

"It was the easiest ad I placed. And everything was perfect once it was in."

– Nora Hickey O'Neil, JFK School of Government
Harvard University

"The process of being one-on-one, being customer focused, on what's good working with you... We had changes in our ad, but when people like you work with us, it's a joy."

– Dr. Beverly Kissick, College of Technology
Kansas State University-Salina

"We were really thrilled with the applicant search, because it now includes three women!"

– Lisa Ard, Sr. Human Relations Specialist
Miami-Dade Community College

"I like the Career Connections. It helps to know which colleges are using this to advertise their vacancies... Overall, it's a great publication....I always get a chuckle or some good feeling when I read each issue."

– A subscriber

"I am very impressed with the topics and the candor - finally, a publication that doesn't BS - especially in and about higher education. Now I don't feel isolated."

– Suzanne Mason, Coordinator of Health Promotion
The University of Texas at Arlington

"I was attracted to your publication because of its humanistic feel. Many newsletters, papers, etc. carry interesting, relevant articles, but yours has a personal approach, too, which is sadly lacking in the others."

– A new subscriber at Marymount College NY

How to Place Your Ad

- Get agreement on the final wording of your job ad from the powers that be on your campus.

- Call Career Connections at (608) 251-3232 to confirm your estimated size and rate. You can tentatively reserve your space in the appropriate issue. Consider whether you want the full ad text to appear on the *WIHE* World Wide Web site.

- Get final approval to use *WIHE* as the best way to reach women candidates on campuses.

- Send final copy by the issue deadline. You can fax it, send camera-ready copy, or instruct us to check another publication where your ad also appears. Be sure to send your logo by mail, not fax, or tell us where we can get a copy.

- While we do NOT require purchase orders before running your ad, sometimes it's easier on your end to start the paperwork early.

- Right after publication, you will receive a complete copy of the issue in which your ad appears, not just a tear sheet, with the invoice.

- Relax and select the best candidate from a great pool that includes women, for a change.

◆ ◆ ◆ ◆ ◆

WOMEN
IN HIGHER EDUCATION

Editor and Publisher: Mary Dee Wenniger
Copy Editor: Barb Brady
Contributors: Melanie Conklin, Doris Green, Dianne Jenkins
Technical Editor: J. A. Vosen
Career Connections: Mary Zenke
Mission: *To enlighten, encourage, empower and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.*

Women in Higher Education is published monthly twelve times a year by The Wenniger Company. Editorial offices and subscriptions: 1934 Monroe Street, Madison WI 53711-2027. Phone (608) 251-3232. Fax (608) 284-0601. Annual subscription rates: $79 US, $89 Canada (US funds), $99 elsewhere. Copyright 1996 by The Wenniger Company. All rights reserved. Photocopying is illegal and unethical. Write or call for discounted multiple subscription rates. Second class postage paid at Madison WI. POSTMASTER: Send changes to ***Women in Higher Education***, 1934 Monroe Street, Madison WI 53711-2027. ISSN: 1060-8303. *WIHE* Web Site: http://www.itis.com/wihe

Rate Sheet #4

Effective with April 1, 1996 issue

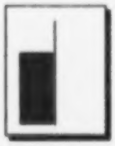
Recommended Ad Sizes

Full page
9 1/2 by 6 7/8"
$660

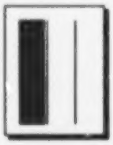
Two-thirds page
9 1/2 by 4 3/4"
$500

Half page vertical
9 1/2 by 3 1/4"
$410

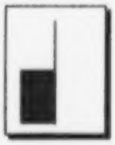
Half page horizontal
4 3/4 by 6 7/8"
$410



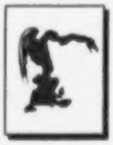
One-third page
6 by 3 1/4"
$290



One-third page vertical
1 7/8 by 9 1/2"
$290



One-fourth page
4 by 3 1/4"
$230



Gerrymander
3 by 4 11/16 by 9 3/8"
$1,295

Other sizes may be accommodated depending on availability of space. Call for information.

Surfin' The Web @ *WIHE*

The *Women in Higher Education* World Wide Web site gets an average of 1,000 requests for info every day. Career Connections is the section visited most often, even more than the editorial!

All job ads are listed by title and school name on the Web site. You can put the complete text of your job opening ad on the Web until the job closes for an additional charge of $110.

Copy Deadlines

Ad Copy Due	*Issue Date*
March 19	April 1996
April 19	May 1996
May 20	June 1996
June 19	July 1996
July 19	August 1996
August 20	September 1996
September 19	October 1996
October 21	November 1996
November 19	December 1996
December 18	January 1997

Extra Benefits

- **Typesetting.** We can typeset your faxed or typewritten copy at no extra charge or hassle.
- **Color.** Spot color (teal) can be added selectively at no extra charge.
- **Looking good.** We are eager to make your ad look great. Logos add to the visual appeal of the ad, but they should be clear and legible. Faxed logos and other copy do not look good. For the best reproduction quality, mail us a printed version from your stationery or original artwork
- **Listing on the Web.** Your ad will be listed by job title and school in the Career Connections section of the *WIHE* World Wide Web site at no additional charge.

Since going on in August 1995, the site gets about 1,000 requests every day and Career Connections is the most popular section. The complete text of your ad may be included on the Web for an additional charge of $110.

Jobs listed on the Web will have a Web icon on them, so readers can advise their colleagues that relevant jobs are available on the Web. Ⓦ

Women in Higher Education
1934 Monroe Street
Madison WI 53711

Career Connections
Mary Zenke, Director

(608) 251-3232 voice
(608) 284-0601 FAX
e-mail: career @wihe.com

Web site: http://www.itis.com/wihe

Since 1992, hundreds of schools have advertised jobs in *WIHE,* including:

Alcorn State University
Anne Arundel Community College
Appalachian State University
Arizona State University West
Arkansas State University
Arkansas Tech University
Atlantic University
Augustana College
Bates College
Belmont University
Boise State University
Boston University
Bowdoin College
Bowling Green State University
Bradley University
Bunker Hill Community College
California Institute of Integral Studies
California Polytechnic State University
California State University-Berkeley
California State University-Hayward
California State University-Long Beach
California State University-Monterey Bay
Carleton College
Carlow College
Carroll College
Castleton State College
Central College
Central Michigan University
Central Missouri State University
Central Washington University
Centralia College
Chatham College
Chapman University
Chowan College
City College of New York
City Colleges of Chicago
Clarion University of Pennsylvania
Clarkson College
Cleveland State University
Cogswell Polytechnical College
Colby College
College of William and Mary
College of Wooster
Colorado State University
Columbus College
Contra Costa Community College District
Cornell University
Creighton University
Cuesta College
CUNY: Regents College
Daemen College
Dakota State University
Dartmouth College
Drake University
Drew University
East Carolina University
East Stroudsburg University
Eastern Illinois University
Eastern Michigan University
Eastern Oregon State College
Eastern Washington University
Edinboro University
Emporia Stae University
Fairmont State College
Ferris State University
The Fielding Institute
Fitchburg State College
Florida Atlantic University
Florida State University
Foothill-De Anza Community College Dist.
Framingham State College
Georgia Institute of Technology
Georgia State University
Golden Gate University
Grinnell College
Gustavus Adolphus College
Hartnell College
Harvard University
Highland Community College
Hood College
Indiana University Bloomington
Illinois State University
Incarnate Word College
Indian Hills Community College
Indiana State University
Indiana University
Iowa State University
Johns Hopkins University
Kansas State University
Kansas State University-Salina
Kent State University
Kenyon College
Knox College
Kutztown University of Pennsylvania
Lake Superior State University
Lamar University
Lasell College
Lehigh University
LeMoyne College
Lincoln University
Loras College
Malone College
Marcopia Community Colleges
Massachusetts Institute of Technology
Massachusetts School of Professional Psychology
Meharry Medical College
Merrimack College
Metropolitan State College of Denver
Miami University
Miami-Dade Community College
Michigan State University
Michigan Technological University
Middle Tennessee State University
Millikin University
Minneapolis Community and Technical College
Minnesota State Colleges and Universities
Mississippi State University
Moorhead State University
Montana State University
Morgan Community College
Morgan State University
Morningside College
Mount Union College
Mount Scenario College
Navajo Community College
Naval Postgraduate School
New Mexico State University
North Shore Community College
Northeastern University
Northern Arizona University
Northern Michigan University
Northwestern University
Oberlin College
Ohio State University
Ohio University
Oregon Institute of Technology
Oregon State University
Otterbein College
Pacific Lutheran University
Pennsylvania State University
Pennsylvania College of Podiatric Medicine
Pittsburg State University
Potomac State College
Prescott College
Prestonsburg Community College
Purdue University, Calumet
Quinnipiac College
Rancho Santiago CC District
Rensselaer Polytechnic
Rice University
Rockford College
Rollins College
Saddleback College
Saint Joseph's University
Saint Louis University
Saint Mary's University of Minnesota
Saint Xavier University
San Francisco State University
San Jose State University
Seminole Community College
Seton Hall University
Shippensburg University
Skagit Valley College
Slippery Rock State University
Solano Community College
Southwest Missouri State University
Spelman College
St. Cloud State University
St. John's University
St. Lawrence University
St. Mary's College of Maryland
St. Olaf College
SUNY-Albany
SUNY-Geneseo
SUNY-Oneonta
Southeast Community College
Southern Illinois University, Carbondale
Southwestern University
Stanford University
Sterling College
Tarleton State University
Taylor University
Temple University
Tennessee Technological University
Texas A&M University
Thiel College
Tompkins Cortland Community College
Towson State University
Tulane University
United States Int'l University, San Diego
University of Akron
University of Alabama
University of Arizona
University of Arkansas
University of Baltimore
University of California-San Diego
University of California-Santa Barbara
University of California-Santa Cruz
University of Central Florida
University of Cincinnati
University of Colorado at Boulder
University of Colorado-Colorado Springs
University of Colorado at Denver
University of Dayton
University of Delaware
University of Florida
University of Georgia
University of Houston
University of Iowa
University of Idaho
University of Illinois at Urbana-Champaign
University of Illinois Chicago
University of Kentucky
University of Louisville
University of Maine System
University of Maryland at College Park
University of Maryland Biotechnology Institute
University of Memphis
University of Miami
University of Michigan
University of Michigan-Flint
University of Minnesota
University of Missouri-Rolla
University of Nebraska at Omaha
University of Nebraska-Lincoln
University of New Hampshire
University of New Haven
University of New Mexico
University of North Dakota
University of North Florida
University of North Carolina at Chapel Hill
University of North Carolina-Charlotte
University of Notre Dame
University of Oklahoma
University of Oregon
University of Pittsburgh
University of Rhode Island
University of Rochester
University of Saskatchewan
University of South Alabama
University of South Carolina
University of South Carolina at Spartanburg
University of Southern Indiana
University of St. Thomas
University of Tennessee at Chattanooga
University of Tennessee atKnoxville
University of Texas at Arlington
University of Texas at Austin
University of Texas at El Paso
University of Texas M.D. Anderson Cancer Center
University of Texas Medical Branch
University of the Pacific
University of the State of New York-Regents College
University of Toledo
University of Vermont
University of Washington
University of Wisconsin-Eau Claire
University of Wisconsin-Green Bay
University of Wisconsin-Madison
University of Wisconsin-Milwaukee
University of Wisconsin-Oshkosh
University of Wisconsin-Parkside
University of Wisconsin-Platteville
University of Wisconsin-River Falls
University of Wisconsin-Stevens Point
University of Wisconsin-Whitewater
University of Wyoming
Utah State University
Valparaiso University
Vermont Law School
Virginia Tech
Washburn University
Weber State University
Wellesley College
West Virginia University
Western Michigan University
Western New England College
Western Oregon State College
Western State College
Wheelock College
Wichita State University
Winona State University
Worcester Polytechnic Institute
Wright State University

BEST COPY AVAILABLE

NEWSWATCH

Former UC Architecture Prof Gains $1 Million in Tenure Bias Settlement

It took 10 years and probably close to 10 feet of paperwork, but former architecture professor Marcy Wang reached a $1 million settlement with the University of California at Berkeley in January.

The settlement is one of the largest ever made by UC and heads off a potentially nasty and costly court battle scheduled for June 1966.

"I'm extremely satisfied with this settlement," Wang said. "I hope this will help mitigate the flaws with the system and serve as a wake-up call to the university."

Wang came to Berkeley in 1979. She was denied tenure in 1986 and 1991, and fired in 1992, when she filed a lawsuit claiming bias.

Her lawyer says the white male faculty in the Department of Architecture formed a "good old boys club" and blackballed her, treating her as inferior because she is an Asian-American woman.

She is now an architect in Berkeley and will not return to the university.

In 1992, 21 of 30 students in a graduate class in architecture signed a letter to the dean complaining of favoritism toward male students and bias against minorities.

In 1992 an independent evaluation by a committee of the Graduate Council found the department had ignored "extremely disturbing" reports of sex bias and sexual harassment.

The university denied bias against Wang, but said it was cheaper to settle than to fight it out in court, according to *The San Francisco Chronicle* on January 22, 1996. UC-Berkeley reports that 71% of its tenured faculty are white males, 19% are women and 7% are Asian-American.

U of Montreal to Lure Back PhD Moms

Alarmed that it's losing about 10 women doctoral candidates a year who don't return from maternity leave, the University of Montreal organized a fund to support the women in continuing their pursuit of the degree.

Five scholarships of $3,000 (Canadian) each per year will help support the women. It is financed by a coalition of four offices on campus.

Sponsoring the program are the Faculty of Graduate Studies, the Permanent Committee on the Status of Women, and the offices of VP for teaching and for research/planning, notes *The Chronicle of Higher Education* on January 19, 1996.

Job Interviews by Teleconference Level Playing Field for Women, Minorities

Businesses seeking to recruit new employees can save time and money, and gain access to a wider range of students by using a new PC-based teleconferencing system rather than traveling.

"We're offering to level the playing field for all students," says David Cunningham, founder of Viewnet, the Madison, WI-based firm setting up the system. "In the great disparity of our society, we're trying to return cohesiveness and equal opportunity."

He wants small schools to be on an even footing with larger schools, and is especially interested in promoting historically black colleges and universities. After little more than two years, 126 schools are linked to Viewnet including the Universities of Tennessee and Wisconsin, and more are joining each day.

Businesses such as CitiBank, Dow Chemical, and General Mills like the system because it helps them cut recruiting costs 60% to 80% while gaining access to students at more schools.

Todd Landis, college recruiter for Kohl's Department Stores, interviews 800 to 900 management trainee candidates each year.

"Last year we found three candidates that we really liked without having to go there. We ended up making three hires off the system. It saved us time and money," he reports.

The system costs $5,995 for hardware and software, and equipment to interface the local telephone service. Businesses interviewing a student pay Viewnet $30 for a 30 minute meeting.

Of course, the downside is the loss of the personal touch and the warm, firm handshake, but Landis says "... if a student is that dynamic, they will overcome that," according to the *Wisconsin State Journal* on February 1, 1996.

E-mail Viewnet at viewnetinc@aol.com or phone (608) 274-0612 for system literature and a videotape.

Women Economists Lose Male Ally as Donald Becomes Deirdre McCloskey

Assumptions about gender will come under greater scrutiny after a prominent University of Iowa economist decided to become a woman.

A Harvard PhD and the author of about 200 articles and 20 books, McCloskey believes that persuasion plays a big role in human decisions that cannot be reduced to mathematical formulae. And she believes that sometimes people act out of love rather than always serving their own self-interests.

A close friend of McCloskey at UC-Berkeley expects the sex change to have major effects on the profession. "Economics is a pretty sexist profession," says Martha L. Olney, a visiting associate professor. "This whole thing could mean the profession may really look at its assumptions about gender."

Or, the profession could shrug it off, since McCloskey has often challenged basic assumptions about economics and has had a reputation for being a bit of a flake all along, according to *The Chronicle of Higher Education* on February 16, 1996.

Gender Pay Gap is Less for University Administrators, Magazine Finds

Women who want to earn as much as men do best in college administration, library science and engineering, according to the February issue of *Working Woman* magazine.

While the average woman earns between 85% and 95% of a man's salary, these fields are the exceptions. In fact, some campus jobs pay women more than men, particularly jobs at or near the top.

It is unclear whether the pay is more equal due to women in the top positions being exceptionally highly qualified, or being highly visible.

On the other hand, pay for women and men differs greatly in the development field, according to a study recently released by the Council for the Advancement and Support of Education (CASE).

Based on 960 responses, the 1995 survey controlled for years of service in development. It found that although women hold 55% of the jobs in development, their average salary is $13,000 less than that of men in the field.

Next month's *WIHE* will feature the results by gender of the annual College and University Personnel Association (CUPA) salary survey of 170 administrative positions at 1,384 schools.

Long Island U Wins $20,000 Award for Minority Women in Extension Program

Students at Long Island University's Brooklyn campus are better off, thanks to a $20,000 award from the NYNEX foundation.

The campus offers evening and weekend classes that enable women to hold jobs and meet childcare obligations, especially poverty-level women who want degrees to become self-sufficient.

The award will fund scholarships, tutoring, books and student services for women living in Brooklyn's Bushwick section. Most scholarships require students to attend school full-time during the day, so they tend to exclude women.

STAYING TUNED...

UC Prez Backs Down on Delaying Affirmative Action Changes 'til 1998

A contrite President Richard Atkinson agreed to put the University of California regent's decision to ban preferences in undergrad admissions based on gender and race into effect in 1997, instead of delaying it until 1998, as he had announced earlier.

Atkinson indicated he was surprised that Gov. Pete Wilson and the board of regents would care about postponing the change until 1998.

Transcript Shows Colorado Regents Do Plan to Address Sex Relationships

In the January issue, *WIHE* chided regents at the University of Colorado for dragging their heels on disciplining a faculty member who hired a woman with whom he had a sexual relationship.

The transcript of the December 14 meeting indicates Regent Guy Kelley later withdrew his motion that the faculty member be terminated immediately, expecting administrators to respond appropriately. He said "... it is clear in my opinion that in current policy this is... conduct that could be subject to dismissal from the U of Colorado."

The university is conducting a legal audit of its employment-related policies and procedures. And faculty members are developing expectations of professional conduct and procedures for enforcing the expectations, which are expected by April 1.

'The Dean' is a Couple at Antioch College: A New Model for Academic Women?

Most deans of the faculty are overworked and burn out quickly, but that's not likely to be the case for Cheryl and James Keen, who have been sharing the post since September.

"It's a non-issue," Cheryl Keen told *WIHE* last week. The campus community has accepted the couple, which is good because "This job would be impossible for one person."

They divide the job by task, and "people know who to go to for what," she explained. At first they both tried to go to key meetings like the faculty executive committee, but couldn't manage the time.

The couple was recommended as dean by Zelda Gamson, director of the New England Research Center for Higher Education at U-Mass, who is also an Antioch alumna and former member of the Antioch University Board of Trustees.

"More and more demands are being placed on college and university administrators, who have few resources to support them," Gamson said. "Everybody is stretched - physiologically and psychologically - beyond what they are used to doing. Deans, especially, have a notoriously high turnover rate. This is a healthy and effective way of handling the demands of the job, she said, and an innovative concept whose time has come.

The Keens have worked collaboratively since they met at Harvard University more than 20 years ago. "We met outside our advisor's office, and he seemed to know where he wanted to go," Cheryl said of her future partner.

Each has managed to get the other to share her or his current interest, so their collaboration became natural. Since meeting, they have shared six posts at four schools and collaborated with others on a book to be published this spring by Beacon press.

The book focuses on people who work for the common good. One of the findings Cheryl Keen described is that male leaders in academe tend to be married to women who support their goals. But women leaders tend to never marry, be divorced, or never collaborate closely on a project.

In addition to the dean's post, the couple shares a half-time position at the college in recruitment and retention. And each tries to take off one day a week to work on another book they're writing.

They also share care giving duties for their 12-year-old son and 90-year-old parents who live with them. "Working together enables us to juggle life, balance demands and keep things humane and fair," Cheryl Keen says. "It's a question of 'Who can take Grandpa to the doctor?'"

An initial concern was that their shared intimacy may exclude others, but the reverse has been true. "We're stronger as a team than we are individually," they say. "We think things through better." And their habit of listening for a second opinion leaves them open to listen for a third or fourth as well.

The Class of 1999: What Separates the Women from the Men?

Whether you set policy, provide services or teach students on campus, it's important to recognize differences between the genders.

Based on responses of 240,082 first-year full-time students entering 473 two- and four-year institutions last fall, the annual freshman survey shows women are more altruistic, practical and financially cautious than their male counterparts.

Conducted by the UCLA Higher Education Research Institute and financed by the American Council on Education, the survey projects the 1.5 million members of the class of 1999 to be more worried about their finances and disengaged from the academic experience than students in previous years.

Why Go to College?

Although first-year students cited "get a better job" most often as a very important reason to attend college, womens' and mens' other reasons differed. Women chose to "learn more about things that interest me," while men wanted to "make more money."

Women more often cited "gaining a general education and appreciation of ideas," "improving reading and study skills," and "becoming a more cultured person" as reasons to attend. And they were slightly more likely to be influenced by their parents in the decision to go to college.

	All	F	M	F-Differ
Get a better job	77.3%	78.1%	76.4%	+1.7%
Learn more things	74.0	77.5	69.8	+7.7
Make more money	72.3	69.7	75.3	-5.6
Gain general educ, appreciation of ideas	62.5	68.1	55.8	+12.3
Impr read/study skills	42.6	46.1	38.5	+7.6
Become more cultured	39.1	44.2	33.0	+11.2
Parents wanted it	33.8	35.1	32.3	+2.8

Why Choose This College?

The major consideration for both sexes was the school's academic reputation, although women cited it more frequently than did men. Women also were more likely to chose a school because it offers special education programs and its grads got good jobs and admission to top grad schools.

Cost, size and location were more important to women. Low tuition and financial aid affected women's choices than more than men's, as did a school's size and proximity to home.

	All	F	M	F-Differ
Academic reputation	49.2%	53.2%	44.4%	+8.8%
Graduates get good jobs	43.1	45.5	40.0	+5.5
Size of college	33.8	40.2	26.4	+13.8
Financial help offered	31.6	35.2	27.2	+8.0
Low tuition	27.7	30.5	24.4	+6.1
Get into top grad schools	25.5	28.2	22.3	+5.9
Offers special ed progs	20.6	24.2	16.3	+7.9
School is near home	20.4	24.3	15.9	+8.4

What Do You Expect to Major In?

The first-year women chose a fairly traditional mix of majors, with just 1.1% opting for a technical field and only 2.0% heading into engineering. Although an equal number of women and men expect to major in business, more men than women expect to be successful in a business of their own.

Since more women than men are now starting businesses, faculty should acquaint women with the possibility of their being future entrepreneurs.

	All	F	M	F-Differ
Professional	17.7%	20.9%	11.6%	+9.3%
Business	16.3	17.1	15.5	+1.6
Education	10.4	13.5	6.7	+6.8
Other fields	10.0	7.3	13.0	-5.7
Arts and humanities	9.5	9.6	8.9	+0.7
Social sciences	8.5	11.2	5.7	+5.5
Engineering	7.4	2.0	13.6	-11.6
Biological sciences	6.9	7.4	6.1	+1.3
Technical	3.9	1.1	7.0	-5.9
Physical sciences	2.3	2.0	2.9	-0.9

Women's Goals More Altruistic

Although fewer first-year women than men desire to be "very well-off financially," there is little gender difference in goals of "becoming an authority in my field" and "having administrative responsibility for the work of others."

More women choose altruistic objectives, such as "helping others who are in difficulty," "influencing social values," and "helping promote racial understanding." Women do not, apparently, view these kinds of social service goals as connected to political affairs or choose "keeping up to date with political affairs" as often as do their male classmates.

	All	F	M	F-Differ
Very well-off financially	74.1%	72.5%	76.0%	-3.5%
Raising a family	71.1	72.0	70.0	+2.0
Being authority in my field	64.5	63.4	65.9	-2.5
Helping others in difficulty	60.7	69.3	50.5	+18.8
Success in own business	41.1	36.0	47.1	-11.1
Manage others	38.1	37.2	39.0	-1.8
Influence social values	38.2	42.7	32.9	+9.8
Promote racial undstnding	33.4	37.2	28.9	+8.3
Keep current w/politics	28.5	25.7	31.8	-6.1

Expectations for College Years

First-year women students' altruism carries over into expectations for their college years. Twice as many women as men expect to participate in volunteer or community service work.

In general, women expect more success in college than men do. More women expect to earn at least a B average, be satisfied with college, earn a four-year degree, and find a job in their major field. Given how they spent their time last year (see chart below), these expectations appear quite realistic.

	All	F	M	F-Differ
Find job in major field	68.9%	71.3%	66.0%	+5.3%
Get bachelor's degree	65.1	67.8	62.0	+5.8
Earn at least a B GPA	46.6	47.5	45.5	+2.0
Satisfied with college	45.1	49.5	39.8	+9.7
Work to finance college	39.5	43.6	34.7	+8.9
Do volunt/community srvc	18.4	24.1	11.8	+12.3
Play varsity athletics	16.1	11.6	21.4	-9.8
Join Greek/social organiz	14.9	17.3	12.0	+5.3

How They Spent Time Last Year

Huge life-style differences between the women and men students are revealed by how the first-year students spent time as high school seniors.

While women were more likely to take care of siblings, read for pleasure, and do volunteer work, men were exercising, doing sports, watching TV, playing video games and partying. Women spent more time in school activities, like clubs and studying.

	All	F	M	F-Differ
Spent No Time				
Playing video games	60.4%	79.3%	38.1%	+41.2%
Volunteer work	42.2	37.6	47.5	-9.9
Student clubs/groups	33.7	25.6	43.3	-17.7
Reading for pleasure	25.4	19.3	32.6	+13.3
Household/child care	20.8	12.0	31.3	-19.3
Partying	18.5	21.1	15.4	-5.7
Watching TV	5.6	5.9	5.3	+0.6
Exercising or sports	5.4	6.9	3.7	+3.2
Studying/homework	2.6	1.1	4.3	-3.2
Socializing with friends	0.4	0.4	0.4	0.0
Spent 6 Hours or More				
Playing video games	4.6%	1.0%	9.1%	-8.1%
Volunteer work	7.8	9.0	6.3	+2.7
Student clubs/groups	13.1	15.9	9.9	+6.0
Reading for pleasure	10.7	12.6	8.6	+4.0
Household/child care	11.3	15.3	6.5	+8.8
Partying	30.7	26.4	35.5	-9.1
Watching TV	30.0	25.2	35.6	-10.4
Exercising or sports	50.5	41.0	61.6	-20.6
Studying/homework	35.1	40.9	28.3	+12.6
Socializing with friends	77.1	74.7	79.9	-5.2

Disagreement on Sex Issues

The single biggest difference is about sex, always a hot topic on campus. Many more men believe that "if two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time." More women agreed that "just because a man thinks that a woman has 'led him on' does not entitle him to have sex with her." And fewer women agreed "the activities of married women are best confined to the home and family."

The second largest gender difference was over the statement, "it is important to have laws prohibiting homosexual relationships." Only about a fifth of the women agreed, compared to more than two fifths of the men.

They also differed significantly on whether the children of undocumented immigrants should have access to education and whether affirmative action in college admissions should be abolished. Not only are the women apparently more altruistic, they also appear to be more tolerant of minority groups.

	All	F	M	F-Differ
Woman "led him on" doesn't entitle him to sex	88.7%	93.4%	82.9%	+10.5%
Need national health care	71.6	75.6	66.9	+8.7
Abolish affirmative action in college admissions	50.0	44.5	56.3	-11.8
It's OK to have sex if known each other a short time	42.7	31.4	56.1	-24.7
People should disobey laws violating their values	37.6	33.7	42.2	-8.5
Kids of illegal immigrants shouldn't get educated	34.3	27.0	42.9	-15.9
Individuals can do little to change society	33.6	29.6	38.5	-8.9
Need laws against gay relationships	30.6	20.7	42.4	-21.7
Married womens' activities best confined to home/family	23.3	19.3	30.3	-11.0

What Does It All Mean?

Overall, the first-year women students are more altruistic, tolerant of other groups and serious about their studies than are first-year men. They also differ from male classmates on sex and partying.

What about women's experiencing academic disengagement and financial stress?

It's true that women reported spending more time on studying than did the men. On the other hand, in 1995 fewer first-year women reported spending six hours or more in studying (40.9%) than all students reported spending in 1987 (43.7%).

Although women spent more time on clubs and activities than the men did, they are less involved in recent years, spurring concern over academic disengagement in high school for both sexes.

Considering financial concerns, low tuition and financial aid were more important factors for women than for men in selecting a college. More women (76%) "felt they may not be able to pay for college" compared to the men (66%), according to Linda J. Sax, co-author of the survey,

Sax pointed out that besides the financial concerns, other indications show women experience more stress than their male counterparts. She noted that women "self-rated their emotional and physical health lower" than did the men in the survey, and that more women reported feeling depressed.

Smoking is another indicator that relates to stress. Thirty years ago, when the survey began, more first-year men smoked than did women; that trend is now reversed, Sax said.

She also noted that a third of the women reported feeling overwhelmed with their activities, compared with 17% of the men. In 1966, only 10% of the women felt overwhelmed.

Given the pressures of studying, finances, sex and partying they face, it's hard to advise a whole generation of young women to lighten up.

-DG

To get "The American Freshman: National Norms for Fall 1995," write: Higher Education Research Institute, UCLA Graduate School of Education & Information Studies, 3005 Moore Hall, 405 Hilgard Ave., Los Angeles, CA 90095-1521. Cost: $22 prepaid plus $4.79 shipping & handling.

Athletics Administrators Learn How to Get Top AD Jobs

Ever wondered why only 14% of NCAA ADs are women? Is it the culture or a lack of preparation?

Last June, 32 women seeking to move into the AD chair on their own or other campuses attended the first Institute on Athletics Administration.

Co-sponsors are HERS, which has led 20 annual summer institutes for administrators at Bryn Mawr PA, and the National Association of Collegiate Women Athletics Administrators (NACWAA).

"It's one of the best things I've done for myself in several years," says Ellen Whale, athletic director at Cornell College IA. "It's given me an energy I'm still running on."

At small schools like hers, she explains, people rise to administrative positions from within and don't always learn key professional skills.

"The world of athletics is changing in so many ways – finances, legal issues, specialization – and the institute is a great place to learn, and reinforce that perhaps you're already doing the right thing."

Laurie Kerans of Millikin University IL, who attended the June institute, recently was promoted to athletic director. She attributes it to her attending the institute.

> *It's given me an energy I'm still running on.*
>
> –Ellen Whale

"Being AD has been my career goal," she said. She was women's basketball coach and director of the fitness center when her school sent her to it.

Communication

Various communication styles work better with different personality types, Ellen Whale learned.

Each woman learned to identify her own personality type, and to recognize those of colleagues and students around her.

"You may not communicate the same as other types, being on totally different wavelengths," she said. Being sensitive to others' styles has helped her tailor the messages to the recipients, improving her skills in conflict and people management.

Likewise, some people make decisions based on feelings, while others base them solely on the cold, hard facts. "When building your administrative team, you want to include others with different styles, not only those just like you," she said.

Career Mapping

Having been in athletics administration for 21 years and wondering about the next 20, Whale learned how to map her career from Cynthia Secor, head of HERS Mid-America.

She looked at her past and present jobs, noted which parts of her job she liked and didn't like, and identified what kind of job she might like next and what she had to do to get there.

During the institute, Whale was offered a job she had interviewed for earlier. With the help of faculty and colleagues, she was able to identify and clarify job issues that were important to her, and to analyze objectively whether the job was right. In the end, she decided not to take the job because it was totally administrative and lacked the teaching and involvement with young people she enjoys.

Negotiating

Both Whale and Kerans learned strategies for negotiating contracts from Merrily Baker, former athletic director at Michigan State University.

Whale learned how to identify her strong suits, and exactly what an employer is seeking in a hire.

In negotiating, most employers have limitations on salary offers but can be flexible in trying to meet your other demands in terms of benefits and time off, as well as resources such as computers and staff.

Kerans said the time to make these demands is right after they say, "You're the person we want." Your response should be, "This is the place I want to be, and here's what I need to come here."

Most effective, Kerans says, is to do the salary research before the offer. Your response should be a statement of fact, such as "Here's the median salary for athletic directors in Division X schools, and here's the median for comparables in this area."

Take Care of Yourself

Since athletics requires attending night and weekend events, Kerans says many administrators are workaholics who are in the office from 7:00 AM to 7:00 PM, and then attend events as well. She learned some strategies to combat burnout from Briquette Belgiovine, director of athletics at the University of Wisconsin-La Crosse.

Before retiring at night, she asks herself two questions: Did I do everything I could possibly do while at work today, and did I treat people fairly?

Before attending the institute Kerans says she was an insomniac, with heart racing and stomach clenching all night long. Now she gives herself permission to not be overwhelmed or to accomplish every last thing on her to-do list. And she knows people in positions of power and management can't please all the people all of the time, but that's OK as long as she treats each person fairly.

"Her strategies made more sense to me than day-planners," Kerans said. "I sleep much better."

Athletics' Role in Institutional Growth

Before the institute, Kerans considered athletics "something we offer for students and their parents." Now she realizes athletics can highlight institutional excellence and help market the school into the next century. She says, "We've got to raise consciousness that Millikin University exists, and athletics is one of the ways we're going to do that."

The week-long institute costs $2,000 plus transportation to Bryn Mawr PA. Schools paid the whole tab for about 70% of the participants, and at least half the cost for another 20%.

But even if the school can't pay, "It's the best $2,000 you could spend on yourself," Kerans says.

"But don't think of it as a vacation. It'll wear you out. You'll stay up all night, talking and laughing and crying. When you come home, you'll be exhausted, but the wheels will be churning and you'll be so excited."

1996 Institute is June 15-21

Want to go? Application deadline is March 15. Contact Jane Betts, NACWAA Executive Director, 40 Wagonwheel Rd., Sudbury MA 01776; (508) 433-3895 or e-mail Betts@MITVMA.MIT.EDU

Accreditation: Pathway to Promotion for Women on Campus

If you want to get on a first-name basis with the bigwigs at your school, cozy up to the movers and shakers and gain insight into the inner workings on campus, while supporting women and gaining visibility for your abilities on many campuses, Amy K. Lezberg and Francesca Tillona have an idea.

Get into the accreditation scene.

Every 10 years, or more often if there's a hint of trouble, one of six private regional non-profit accrediting associations gives its blessing - or takes away its approval - of the way your school operates.

It's called accreditation, with the emphasis on the "credit" part, in which your own colleagues and later a team of total strangers poke into every nook and cranny to see what the school's made of.

Earn a red flag from accreditors, and schools risk major losses in revenue, recruiting and reputation. Licenses to operate are on the line.

> *Women can not only further their own cause and that of all minorities, but also help to shape the educational system, and, with it, the world of the 21st century.*
>
> –Amy Lezberg and Francesca Tillona

Effects are a Mixed Blessing

Last October, the Western Association of Schools and Colleges postponed a decision on accrediting the Los Angeles Pierce College. Citing financial and management problems, it made 24 recommendations.

President Mary Lee told a campus town meeting the stress would be good for the college. "The college needed to have a fire lit under it," she said, quoted the October 24, 1995 *Los Angeles Times*.

At the University of Wisconsin-Milwaukee, the North Central Association recently approved the school's reaccrediting. But it raised concerns about the school's strategic planning and cited inadequate progress toward race, gender and ethnic diversity. The association said it will check on the school in three years to monitor progress.

In 1992 the U.S. Labor Department found the school tolerated a hostile climate toward women, and the school agreed to pay more than $300,000 to women faculty found to be victims of bias.

How Women Can Get Involved

Four entry points in the accreditation process offer women the chance to enhance their own stature within the academy and influence higher education in the future, according to Lezberg and Tillona, who presented at the 9th annual conference on Women in Higher Education sponsored by the University of Texas-El Paso in January.

Amy Lezberg is associate director of the Commission on Institutions of Higher Education, of the New England Association of Schools and Colleges, Inc. The 200 schools they accredit include the Ivies, as well as area single-purpose schools.

After women have gotten into the accreditation scene, Lezberg has seen plenty of them receive promotions and job offers on other campuses, including one woman being approached about being a president. At the very least, women gain a much better perspective on how their own campuses operate and their role in its success.

Francesca Tillona, an associate professor of English literature at the University of Massachusetts at Lowell, got into accrediting seven years ago. As a result of her accrediting work, she has been invited to join the administration but believes, "My own contribution is best made in the classroom."

How Does Accreditation Work?

The American system of higher education is unique, Lezberg and Tillona say, because rather than a federal government imposing its rules on schools through a centralized Ministry of Education, each school sets its own mission and goals.

Every 10 years, a school reports on how well it is doing what it says it does, and how likely it is to continue doing so. Accreditors ask if the school has:

- A mission/purpose appropriate for higher ed?
- The resources to carry out its mission/purpose?
- Current success in fulfilling its mission/purpose?
- A likelihood of continuing to carry out its mission for the foreseeable future?

Entry Point #1: Start on Your Own Campus

Women's involvement in accrediting is most important on their own campuses, Lezberg and Tillona say, during the institutional self-study. As members of the self-study task force, they can bring their own sensitivity and experience to the process. They can ask the tough questions, and stand a pretty good chance of getting the answers.

The process starts when the agency advises a school it's up for reaccrediting in two years, and they set a date for the team's campus visit.

"Especially for women, who tend to be underrepresented in many academic departments and at executive levels of higher education, sustained participation in the interdepartmental and interdisciplinary activities that constitute the self-study affords the chance to reduce occupational segregation, to engage with colleagues drawn from all levels within the institution, and otherwise to make their presence felt," they say.

"Women can influence the process, by noting, verifying and highlighting real and perceived institutional inequities based on gender."

The self-study phase has three parts:

- **Description** of the school as it operates, identifying inequities and problems as well as strengths, some of which may not be known.
- **Appraisal** of the school's current behavior compared to its mission, and to the standards of the accrediting agency. Here women can help identify where the school meets stated goals, and where not.
- **Projection** of how the school should proceed to retain its strengths and remedy its deficiencies. "At this point, women have the opportunity to influence both the methods and the direction of the institution's future

How to Join the Accrediting Process

Check the list of accrediting agencies below, and call the one for your state. Ask when your school is up for reaccreditation, who is your school's liaison officer and who are the experienced evaluators from your school, some of whom you may already know. Contact them or the liaison.

- **Middle States Association of Colleges and Schools**
  (DE, DC, MD, NJ, NY, PA, PR, VI)
  3624 Market St., Philadelphia PA 19104
  (215) 662-5606
- **New England Association of Schools and Colleges**
  (CT, ME, MA, NH, RI, VT)
  209 Burlington Rd., Bedford MA 01730-1433
  (617) 271-0022
- **North Central Association of Colleges and Schools**
  (AZ, AR, CO, IL, IN, IA, KS, MI, MN, MO, NE, NM, ND, OH, OK, SD, WV, WI, WY)
  30 N. LaSalle Street., St. 2400, Chicago IL 60602
  (800) 621-7440
- **Northwest Association of Schools and Colleges**
  (AK, ID, MT, NV, OR, UT, WA)
  3700-B University Way NE, Seattle WA 98105
  (205) 543-0195
- **Southern Association of Colleges and Schools**
  (AL, FL, GA, KY, LA, MS, NC, SC, TN, TX, VA)
  1866 Southern Lane, Decatur GA 30033-4097
  (800) 248-7701
- **Western Association of Schools and Colleges**
  (CA, HI, Am Samoa, Guam, Marianas, Pacific Islands)
  Senior Colleges and Universities
  c/o Mills College, Box 9990, Oakland CA 94613
  (510) 632-5000
  Community and Junior Colleges
  P.O. Box 70, Aptos CA 95001
  (408) 688-7575

development."

Getting in on the self-study can have long-term benefits both for school and volunteer. "You get to know your own school better than you'd ever know it otherwise." But, they warn, "just getting across campus and finding parking can stop people."

Entry Point #2: Accreditation Team Visits Campus

Having completed its self-study, a campus then gets a visit from the agency's accreditation team, a group of 10-12 volunteers from comparable schools who spend three days on campus. Teams are balanced for gender and ethnicity, including those from faculty, student services, finance, academics, planning/evaluation and libraries.

"It really broadens your horizons beyond one institution, which is extremely useful. You're saturated with information," Tillona says.

Typically visits start early on Sunday afternoon. "It's hard work," she admits. "Enormously long days start with pre-breakfast meetings and go on until the wee hours. You go non-stop until the exit interview on Wednesday. It's very intensive."

Another benefit to women is the respect and trust built up among members of the accreditation team, which can continue as a support network.

Women may be especially interested in some New England Association standards, they advise.

Under ***faculty,*** schools must observe "pertinent legal requirements related to equal employment opportunity" and their own goals to achieve "diversity of race, gender and ethnicity."

Under ***student services,*** a school must be "sensitive to the non-academic needs of its students" and adhere to "both the spirit and intent of equal opportunity and its own goals for diversity."

Under ***integrity,*** the association asks that in all of its activities, the school observe "the spirit as well as the letter of applicable legal requirements."

Entry Point #3: Influence the Future of Higher Ed

The agency may contact team members later for their comments in revising the agency's standards.

"Many women in the academic world have achieved their positions only with difficulty and at great cost," Lezberg and Tillona acknowledge.

But their struggles have given women greater sensitivity and insight into needs of non-traditional students. "Women have an interest in stressing the importance of non-traditional methods of delivering instruction, more flexible course schedules, and expanded guidelines for graduation."

For example, most accrediting agencies now permit schools to grant undergraduate credit for experiential learning, and women can make a case for expanding that to cover graduate credit as well.

"Women... are in an excellent position to suggest ways in which institutions of higher education can probe the implications of their mission and devise innovative ways of implementation so as to more effectively foster the learning process in a rapidly changing student population that must meet the needs and challenges of the world in the 21st century," they say.

Distance learning offers a great potential for bringing education to women, especially in helping women students and professionals limit the interruptions in their other responsibilities.

Accrediting agencies must develop appropriate criteria and procedures now to review and assess distance learning programs. And women can help.

Entry Point #4: Women on Higher Ed Commissions

Those who actually vote on accrediting member schools are on the Commissions of Higher Education for each agency. They make personal judgments consistent with accrediting policy, and are expected to recommend new or revised policies.

Just as schools are adjusting to the needs of women, so "commissions are going to increase their emphasis on educational outcomes," they note.

By getting on campus self-study committees and visiting teams, making suggestions to revise standards and serving on Commissions in Higher Education, "women can not only further their own cause and that of all minorities, but also help to shape the educational system and, with it, the world of the 21st century," Lezberg and Tillona say.

Where Does Your Career Path Lead?

Recently a university dean and WIHE subscriber asked, "Where is the top of the ladder?" In mid-career, she realized her goal wasn't a school presidency and asked "What do I do now?"

A VP at a large college, whose aspiration once was to become president, has "reevaluated" and no longer actively seeks a presidency.

Having been her school's interim president, she refers to it as "a really good experience" in which " I demonstrated to myself and others that I can serve as an effective president."

Marie Wunsch, provost and vice chancellor of the University of Wisconsin Centers, hasn't decided on her top goal. "I understand what I do best and what turns me on: inspiring and managing change," she says. "I know the risks and the costs."

'Not Every Woman Should be President'

By mid-career, most women have enough job experience to evaluate their likes and dislikes, strengths and weaknesses. This is a good time for "a very honest analysis," Wunsch says. It's a challenge because society's norms "push and pressure women into thinking a presidency is the only route to success, and not getting one means failure.

> *Women tend to stick it out too long and just try to work harder for recognition.*
>
> -Marie Wunsch

"Not everyone really wants to be a president, but it is hard to acknowledge this publicly. Being president takes skills, attitudes, work habits, and special ways of thinking," she says. Some women create barriers to show that they can't make it, and it's not their fault. Even worse, she says, "some women actually take the job and hate it."

If after reflection, a woman decides she still wants to pursue a presidency, the path may not be obvious. For some, it "is a very deliberate, planned process with all the steps neatly taken," she says.

It's not always so neat.

Speaking from her own life and as a scholar in women's career paths and mentoring., she finds "They don't always know when the right moment will come, or the right place, or the right track." But "they are always doing the very best job they can. And they're open to serendipity," so that they're there when opportunity knocks.

Such people are generally focused on their careers, which Wunsch admits requires extra effort and time. "I have no balance. Work is about 98% of my life and it's wonderful!"

She thinks "life has natural peaks and valleys and we might need to ride the highs. I will do other things at other stages. Presidents don't have much balance; women who want to be presidents should not be deceived into expecting a balanced life."

Find Out What's Right for You

Wunsch's advice to other women on campus:

- "Know yourself ... deep down. Be honest about your aspirations, what you are willing to do to succeed, and what you need as a person to feel successful. Be honest about your skills, competence, interactions with people."
- "Be honest about your mistakes — admit failure, but go on from it. This is especially delicate for women. If you admit failure, you think that you represent failure for all women."
- Remember that you define your own success. "You don't have to be the president if you don't want to be. Never mind what others say."
- Break unproductive patterns early and be ready to move out of your institution if things are not productive for you. "Women," she says, "tend to stick it out too long and just try to work harder for recognition. But once you're type cast as 'a great staff person' exactly because you work hard and well, you will never be seen as any more than 'a great staff person.'"
- Try out a new position via the search process. There's a lot to be learned, especially the self-analysis necessary to get on the short list.
- If you're serious, keep trying. First-time presidents average five searches before being hired.

"At that level it's usually not skill, expertise or reputation. It's context and fit with an institution at a particular time. It is not rejection to lose, but usually a realistic appraisal of fit and niche. A lot of candidates turn down jobs because they don't think they fit, even if others do."

- "Never stop learning. Seek opportunities to learn what you don't know." Don't try to fake it, because "You get found out in the long run." If you seek a high-level position, "do the hard, nitty gritty work until you understand how all systems work — budget, personnel, strategic planning, assessment — everything." Although you may never be called on to do all of these tasks, leaders must "know the big picture, lead, direct and select others with talent to move the institution."

People Skills are Crucial

Martha Nesbitt, VP for academic affairs at DeKalb College, recommends women who aspire to high-level jobs "be competent and constantly learning." Other indispensable skills she lists are "getting along with people, team-building, negotiating, and mediating."

Because "leadership requires firm decisions which sometimes upset people," she says a "most important characteristic to cultivate is fairness. Successful leaders must be perceived as acting with integrity."

Because higher education today is full of challenges, "aspiring leaders must be prepared for disappointments," she says, "and be able to rethink goals and priorities." In order to be both centered and flexible, aspiring leaders also need "a healthy sense of self and commitment to one's values."

The bottom line: Know yourself. Then act on what you know.

-DG

Publishing Your Dissertation Means Those Dreaded Revisions

You've devoted several years of your life to researching and writing your dissertation. An all-consuming endeavor, it now sits on a shelf, largely ignored. But there's good stuff there, really good.

How can you share it with the world, so others can benefit from what you've learned?

Although today about 45% of doctorates go to women, when it's time to publish their research, they're often still left out of the networks that help their male colleagues get their work accepted.

Just how does a junior faculty member, PhD or EdD in hand, get her dissertation published?

Dissertations are Dull

First, consider the difference between your dissertation and most published books, advises Howard Altman, director of the linguistics program at the University of Louisville and an occasional writer and speaker on academic publishing.

"The guidelines for the dissertation are different from the guidelines for a book," he says. "Most dissertations are heavily footnoted with references to all previous studies, to prove you've read the background."

But that's not what the typical publisher is looking for. "The publisher wants interesting, new material, not what's drawn from others' thoughts," Altman says. The publisher wants a book "about hot topics" that he or she can "make a profit on."

A related problem, even when the proposed book topic is hot, is that "dissertation-type titles don't often have strong sales appeal," he notes. Not only must the title be changed for publication, it also must be reframed in order to convince the publisher of its market value.

Even in cases where a nonprofit publisher such as a university press receives a subvention fee to produce a book, the publisher still expects the book to contribute to knowledge in its field, and so add to the scholarly reputation of the publishing house.

A rich or confident author may pay the fee to get a book out. Or a grant agency may pay the subvention fee for an author it believes in, or a title that supports the agency's goals. Usually, requiring a subvention fee indicates the publisher does not expect big sales.

Revisions will be Required

Even very good dissertations require major revisions to become publishable, says Barbara Hanrahan, editor-in-chief at The University of North Carolina Press.

"Where young scholars get caught," she says, is in the finite amount of time they have in which to earn tenure. "They greatly underestimate how much time it takes to turn a dissertation into a book. The process isn't an easy job and can take a couple of years or more."

The big problem she finds is that "a dissertation is addressed to an audience of no more than five people: the people on your committee. But the book has to be addressed to an audience of 2,000."

Revisions tailor the book to a larger, different audience. Instead of proving skill in scholarship, the author must communicate new ideas to academic colleagues, or even to the general public.

When planning these revisions, Joseph M. Moxley, author of Publish *Don't Perish: The Scholar's Guide to Academic Writing and Publishing*, suggests asking:

- What original contributions am I making?
- Have I clarified for the reader the significance of my results or ideas?
- Are my examples and illustrations effective in explaining my ideas to readers? Are there enough?
- Have I provided enough background so that readers will easily understand my points? Have I snowed them with too much background or detail?
- Have I addressed all the key counter-arguments a reader is likely to make?
- Have I talked too much about the methods and not enough about the results?
- Does the overall organization of the book make sense to the reader?

The Usual Path: Make It into Several Articles

Because the dissertation often covers a broad issue, it often makes more sense to turn it into a series of related articles, rather than a book. It's certainly "more common to extract articles for refereed journals," Altman says.

Splitting your data, however is no shortcut to publication. Expect to spend a lot of time in compilation, submission, rejection, submission, rejection, remedial work, submission again.

Ask Around

Once you've organized your material into several possible articles, Altman says, there are ways to reduce the number of rejections.

If you have only recently completed your dissertation, he advises asking "your advisor or committee members which publishers to start with." Different university presses specialize in different kinds of lists. And some are more likely than others to publish a book that began as a dissertation.

"Send a prospectus to the publisher," he suggests, "although there's a very small chance of getting published this way." A better idea would be to "make contact with a publisher's rep at a meeting or conference," he says. "Or ask your advisor to write a letter to the publisher on your behalf."

Altman adds, "I'm not a strong believer in anonymous submissions. Even for journal articles, it makes more sense to pick up the phone and call the editor." You can learn what the editor is looking for and whether your idea may fit the publication. One phone call can save spending months revising and submitting manuscripts to publishers who have no interest in your topic.

Or, the editor may tell you this subject matter is not their market niche, and suggest another publisher who likes to handle this topic area.

Another strategy is to give a presentation on your research results at a conference, either in your specific discipline or in a broader higher education arena. This step adds to your credibility as an expert on your topic, and it provides networking opportunities with publishers or potential collaborators on follow-up studies.

-DG

For more info, contact: Howard Altman, University of Louisville, Louisville, KY 40292; Ph: (502)852-0485; Email: hbaltm01@ulkyvm.louisville.edu. *Publish Don't Perish: The Scholar's Guide to Academic Writing and Publishing* by Joseph M. Moxley, 1992 by Praeger Publishers , P.O. Box 5007, Westport, CT 06881; Ph: (203) 226-3571. (It contains a bibliography listing publishing guides for different academic fields.)

Barbara Hanrahan is at The University of North Carolina Press, Box 2288, Chapel Hill NC 27515

'I'm Not Your Mother:' New Faculty Struggle with Gender Issues

You're 24 years old, just beginning what you hope will be a long career in higher education, teaching an introductory composition course, full of excitement and hope, not to mention performance anxiety and fear of failure.

Nothing prepares you for the impact of gender differences in your classroom, according to three young female instructors at University of North Texas (UNT).

Perhaps what they learned, as presented at the University of Texas-El Paso conference on Women in Higher Education in January, can enlighten others in their position.

Allessandria Polizzi, Sandra Councilman and Cathy Thomason are all teaching fellows at UNT, where they teach composition to first year students. As Thomason puts it, they are "at the front line of communication" for students, many of whom are making the transition from teenager to adult, both socially and intellectually.

> *My male colleagues always seemed better able to detach themselves from their students. I had never experienced the relaxed self-confidence they were able to muster...*
>
> -Allessandria Polizza

Curling Up with a Red Pen

Early in her first semester as an instructor, Polizzi was warned about student behavior via a story about a female adjunct composition instructor at UNT who met with a struggling male student. Unhappy with his grades and frustrated by what he saw as the instructor's inflexibility, he retorted: "It's too bad all you have to curl up with at night is a red pen!"

Polizzi studied the experiences of four new instructors at UNT to validate her personal view that students treat female and male instructors differently.

"My male colleagues always seemed better able to detach themselves from their students. I had never experienced the relaxed self-confidence they were able to muster because they were immediately the students' teacher and not their mother substitute."

She observed four instructors, two males and two females, teaching sections of the same composition course. She asked: Do students pay attention? Are they on time and prepared? Do they ask questions? How does the instructor respond to these questions and interact with the students?

Even controlling for methodology and type of assignments, she found that students, regardless of gender, showed more respect for male instructors. That is, they were more attentive, alert and involved than they were with female instructors.

What to do about it? Polizzi contends that instructors should allow it to occur, without "breaking the bounds of comfort or acceptability." By understanding that it happens, it can be simply another variable tossed into the "chaotic unfolding of wills and thoughts" that occurs in the classroom.

Men Students Score Lower in Writing

Within the world of gendered communication, Sandra Councilman shifts from red pens at night to red lines in the classroom. Noting her men students averaged consistently lower scores on their papers than female students, she analyzed how female and male discourse affected her classroom.

Overall, she found women scored 3.8 points higher than men. Reviewing her assignments, Councilman wondered if she was biased toward women. No. Of the six A's she eventually gave, three each went to women and men.

Was she more persuaded by women's discourse? She describes theirs as discourse that tends to be more emotionally based, which doesn't lead but rather is guided by the discussion, and which tends to include more personal references and hedge words, such as "perhaps" rather than "certainly."

She found no bias toward women, especially in grading assignments calling for strong, factual arguments and not emotional responses.

Finally, Councilman concluded that the women's higher scores were primarily due to their having developed higher communication skills than men at an earlier age, a conclusion supported by the literature in the field: women entered the classroom with an advantage.

However, she also found that her assignments, presented in a style compatible with female discourse, posed an additional barrier for the men.

"I ... looked at my prompts and my exercises..., and I realized that most of them are very much oriented toward female discourse. The way in which I presented material may very well have been detrimental to my male students," the very ones who need her help the most.

Councilman's assignments were deliberately vague, using many questions but few commands, to encourage creativity. "My male students... feel trapped by the very procedure I had hoped would make them feel freer to write as they pleased."

It was as though they were asking for the rules, the recipe they could follow to get a good grade.

She believes that instructors should strive for androgyny in their spoken and written communication, so that male students will be more comfortable. One way to do this is to give more specific examples and possibilities for writing. (See box.) Better yet, incorporating both styles allows both male and female students to do their best.

Androgynous Discourse

Analyzing whether or not discourse is androgynous might be beyond most first year students. But getting them to use gender neutral terms in that discourse is Cathy Thomason's goal.

"Part of our focus, as teachers of communication, should be to prepare our students to communicate with all people, both during and after college. To bring this about, it is essential to teach our students to use

Writing Assignments and Male Discourse

Councilman analyzed the assignment that gave her male students the most problems, and came up with suggestions that spoke their language:

Original Version (female discourse):

Visit a place where your community is located or "hangs out" and see what's there. What's the atmosphere like? What are the people doing? How does the place fit in with the community - is it a place for fun, for work? Do the people make the atmosphere, or does the place seem to have a personality all its own?

Addition (includes male discourse):

Begin your paper by describing the physical characteristics of the place - the way it looks from the outside, where it is located, how you enter, what the dimensions are, what the walls look like, etc. Remember that physical is not just sight - it is sound, smell, touch and taste as well. Describe the place as best you can, as thoroughly as you can, and then discuss what these physical characteristics mean to the community. Why are the walls the color they are? What would the place be like if one or two of these physical characteristics were removed? Finish your paper by giving your overall perception of the place - how it made you feel and why.

gender-neutral terms." How to do this in a way that reaches first year students presents instructors with a significant headache.

Realizing she couldn't get students to use gender-neutral terms until they were convinced that communication was indeed gendered, she used gender neutral riddles to show how people infer a specific gender, and discussed the implications for such so-called generic terms as "he" and "man."

Thomason then discusses the meanings of sexism, sexist language and gender neutral language, giving written examples of each. From that, she hones in on how the use of masculine terms to denote all humans is a "false generic" - and thus sexist.

To make her point, she chooses examples of the failed masculine generic. For example:

"Man has two sexes."

"We asked the Girl Scouts to man the booth."

Thomason uses humor to demonstrate problems with accepted grammatical forms, to disarm the students without attacking them personally, and to "get the entire class laughing at the flaws in our language, instead of laughing at a particular group of people responsible for these flaws."

Finally, when students are receptive, she discusses some useful tools for avoiding gender-specific terms. She concludes, "Watching them realize that there is something wrong with the 'generic' masculine forms is a truly wonderful experience. Not all of my students got what I was talking about, but for most, I could almost see their minds working, considering what I was saying."

Just starting academic careers, these young women realized gender does make a difference in their classrooms. They found solutions on their own terms. Others can take a note, in red pen, of course.

-DJ

What Do Women on Campus *Really* Want?

Although men have asked that question for eons, only recently has serious inquiry begun.

Surfers on the *WIHE* World Wide Web site in January took the time to answer: "If your fairy godmother granted you one wish to change your campus overnight for 1996 and the years to come, what would it be?" Thanks for your responses:

✩ "Reverse the sexes of all the employees, in teaching and administration."

✩ "I'd like our campus to be safer. I hear about bad things happening around universities all the time, and it makes me feel unsafe here."

✩ "I am a single parent living in the South, research faculty in a clinical department of a major medical school, trying to raise my daughter and continue the level of quality research I achieved as a graduate student in the Northeast, all at the same time.

"If my fairy godmother granted me one wish to change my campus overnight for 1996 and beyond, my wish would be to enlighten this culture to the value of smart women. I miss being respected and listened to for my opinion.

"Frequently, the social attitudes of this region, based primarily on the fundamentalist Christian religious movement, totally prevent my colleagues from viewing me as anything more than a 'messenger of Satan.' The intolerance of that view irks me tremendously.

"I do not engage in socially unacceptable behavior and I realize my daughter needs good care, but most of the time I have no other options than to limit my time in the lab. It is very difficult to find people who will care for her for a few hours in the evening so I can finish a long experiment.

"People automatically assume that I am out 'trolling' for a man, since I am unmarried. It is very frustrating."

✩ "That (my school) would improve the male/female ratio of professors in the sciences and engineering/computer science classes."

✩ "In the fantasy world of fairies, the architecture faculty will go through the process similar to film negatives:

What is green, shall be pink;
From ignorance into awareness;
From politics into the fantastical notion of 'working-hard-enough-producing-good-work-and getting-the appropriate recognition.'"

"It is not enough to ask for a more equal representation of women in key positions in the faculty. It's a social attitude that needs to change.

"But it would be a good start to be fortunate enough to study in 1996 under women as studio masters, to receive architectural criticism from a different approach, with different design matters and agenda in mind."

Sometimes, You *Can* Go Home Again to Academe

When women administrators leave higher ed for careers elsewhere, most don't intend to return.

But given the right job or the chance to make a significant contribution for decent pay, all those interviewed for last month's "Is the Grass Greener Off-Campus?" would happily return to campus.

How about those who've returned to campus?

More and more women are building eclectic careers, combining work in very different arenas, especially work in government service, with a higher education career.

Bernadine P. Healy announced in July that she would become dean of the Ohio State University's College of Medicine. The former head of the National Institutes of Health, she had campaigned unsuccessfully for the Ohio State Senate in 1994.

Donna Shalala is former chancellor of the University of Wisconsin and former president of CUNY's Hunter College. She is now a key cabinet head in Bill Clinton's administration.

Like Healy, Condoleezza Rice is an example from the other end of the spectrum. Rice, provost and professor of political science at Stanford University, returned to Stanford following a two-year stint in the White House. From 1989 to 1991, she was special assistant to the president for national security affairs and senior director for Soviet affairs for the National Security Council.

> *There is no other environment that can match the energy of a place like this (Stanford), where leaders in their fields create ideas and transmit them to the best young minds in the world.*
>
> –Condoleezza Rice

She told *WIHE* that her experience in Washington strengthened her commitment to Stanford and that she returned to campus with a greater "appreciation of the freedom of thought, exploration and expression that the academy allows.

"There is no other environment that can match the energy of a place like this, where leaders in their fields create ideas and transmit them to the best young minds in the world," she said.

DC Experience Changes Her Life

Working in Washington, DC can be pivotal.

Dolores Martin, dean of the School of Business at Eastern New Mexico University and former staffer in administrations of former Presidents Reagan and Bush, says the experience completely changed the course of her career.

Martin joined Ronald Reagan's staff as a senior policy analyst, taking a one-year sabbatical from her faculty position at the University of Nebraska-Lincoln. When the White House job stretched beyond one year, Martin extended her time off to a two-year, unpaid leave of absence. After that ran out, she gave up her tenured position at Nebraska.

When George Bush became president, Martin worked at the White House for six months, then moved to Capitol Hill as a senior economist for Congress' Joint Economic Committee.

Finally, in July 1992, she returned to academe.

Like many faculty members, Martin had never considered any other career. While at Nebraska, she hadn't aspired to administration. "I was the only tenured woman in a department of 75," she says. "I never saw the possibility of becoming chair and was on the path to becoming a full professor."

In DC, "I got the administrative experience which I hadn't had," she reports. "I discovered it was fun to put a team together and implement ideas and accomplish things. I found that I couldn't return as a faculty member any more."

One thing she learned: Capitol Hill is even more politicized than the White House. But Martin doesn't apply her high level politicking skills to her job in New Mexico. "I fight myself" from lobbying and getting involved politically, she says.

"I used to read four newspapers a day; now I just read the *Wall Street Journal*. And, I don't miss the insider news." She finds living in a rural area "has been a refreshing change" from the urban DC.

Know the Downside, not Just the Upside

"There are positives and negatives to government service," Martin says. "The biggest negative is that your colleagues may be reluctant to give you credit for your activities in government.

"The policies and position papers you wrote, the presentations you gave at the National Governors Conference and other meetings do not count academically for most faculty. This work is not considered as valuable as papers published in scholarly journals or delivered at academic meetings."

When considering a government post, Martin advises women to "look carefully at the evaluation criteria for tenure and promotion in your department and explore with your colleagues how they view it. Most," she points out, "will view it as time off."

But for Martin, the upside clearly outweighs the downside. "The upside is that you will get so many insights that will invigorate your teaching." The experience, she says "will make your teaching and research richer. And, the networking will provide you access to more data than you would otherwise ever have."

Every woman's experience is individual.

Catharine Stimpson, Director of the Fellows Program at the MacArthur Foundation in Chicago, is on an extended leave from Rutgers University NJ. A tenured "University Professor" there, she can teach in any department and generally has taught in English and women's studies.

"Colleagues have been very supportive," she reports, perhaps because she's in charge of what is considered "a very prestigious program."

Regardless of the perceptions of campus colleagues, most women who return to higher education from government, nonprofit or other organizations say they've learned more than they would have if they had followed a completely straight career path. Stimpson, for instance, says she's "learned a great deal in many other fields ... both inside and outside of academe."

And for the women who have built eclectic careers, that has made all the difference.

-DG

CAREER CONNECTIONS

Reach more than 12,000 readers here each month for only $230, and *millions* more on our World Wide Web site:

http://www.itis.com/wihe

Ⓦ indicates the FULL TEXT of this announcement is available on the Web site, so colleagues can check out appropriate positions. Call Mary Zenke (608) 251-3232 for details. The April issue closes on March 19, 1996.

PRESIDENT

FAIRMONT STATE COLLEGE

The Search Committee invites applications from and nominations for a creative, energetic leader to serve as President of Fairmont State College.

Located on an 80-acre hillside campus in Fairmont, WV, approximately 90 miles south of Pittsburgh, PA, Fairmont State College is an accredited, undergraduate, state-supported college, with an enrollment of 6500 students, an increase of 67% in the last 15 years. Offering 126 degree programs including courses of study leading to baccalaureate degrees in business, fine arts, humanities, industrial technology, social and natural sciences, health careers, and teacher education, the College also conducts programs for career-technical education, granting a one-year certificate as well as the associate degree after two years of study. Pre-professional study is available in medicine, dentistry, law, pharmacy, architecture, engineering, and physical therapy. Two additional campuses are the Clarksburg Center, targeted for imminent construction of a new facility, and the Robert C. Byrd National Aerospace Education Center, a state-of-the-art facility dedicated to aviation technology. Along with its traditional academic foundation, Fairmont State College includes a comprehensive community and technical college component. For additional information, consult "The FSC HomePage" (http://www.fairmont.wvnet.edu).

Fairmont State College is one of ten institutions in the State College System of WV, and the President reports to the State College System Board of Directors through the Chancellor of the System. In addition to a house, car, and excellent benefits package, the President's salary for FY 1995-1996 is $87,600.

Candidates for the position should possess the following characteristics:

- Earned doctorate required; teaching/scholarship experience preferred.
- Successful record of senior-level academic administration, including commitment to building mutually beneficial relationships between internal and external constituencies.
- Proven experience in fiscal and personnel management.
- Commitment to keeping the academy current with evolving technologies.
- Commitment to diversity, professional integrity, and principles of collegial governance.

Applications are requested by March 8, 1996, for initial consideration. Applications will be accepted until the position is filled. Applicants should send a current résumé, and letter discussing the candidate's qualifications in terms of the above criteria. Nominations, requested by March 1, should include the nominee's address and telephone number. The new President will assume the position as soon after July 1, 1996, as is mutually agreeable.

Please send nominations and applications to:

Marie Carter
Executive Secretary
Fairmont State College Presidential Search Committee
1018 Kanawha Blvd., East, Suite 700
Charleston, WV 25301

Inquiries may also be directed to Ms. Carter at the above address or by calling (304) 558–0699.

An Equal Opportunity, Affirmative Action Employer
Women and Minorities are encouraged to apply.

Position Announcement

CHANCELLOR

THE UNIVERSITY OF WISCONSIN AT STEVENS POINT

The University of Wisconsin System (UWS) invites applications and nominations for the position of Chancellor of the University of Wisconsin-Stevens Point (UW-SP). UW-SP is one of eleven comprehensive universities in a public higher education system that also includes two doctoral universities, thirteen freshman/sophomore centers, and a statewide Extension.

Established in 1894 as the Stevens Point Normal School, UW-SP has evolved from a training school for teachers into a comprehensive regional university with a fall 1995 student enrollment of 8,407 students (8,011 undergraduates and 396 graduate students), and with approximately 650 faculty and academic staff, 369 classified staff, and an annual budget in excess of $92 million.

The 335-acre campus is set amidst naturally-preserved woodlands, marshlands and meadows. The University is located in Stevens Point, a city of about 25,000 in a tri-county area of 200,000.

UW-SP is comprised of four colleges—Fine Arts & Communication, Letters and Science, Natural Resources, and Professional Studies—and offers 36 academic majors leading to undergraduate degrees, as well as 17 graduate studies programs. In 1993-94, UW-SP conferred 1,490 undergraduate degrees and 137 graduate degrees.

The chancellor is the University's chief executive officer and is accountable to the Board of Regents through the UW System President. Operating in an environment of shared governance, the chancellor is responsible for the preparation and administration of academic, personnel, fiscal, and student life policies of the institution. The chancellor is also responsible for advancing the interests of the University by working effectively with the city, county and state government leaders; alumni and foundation support groups; System colleagues, business, and industry.

The position is available July 1, 1996. Nominations and applications will be held in confidence if so requested, however, in accordance with Wisconsin open records law, the names of finalists are disclosed. Nominations will be accepted until March 1, 1996, and applications until March 15, 1996. For a complete description of the position, please contact:

Professor Edward J. Miller
Chair, Chancellor Search and Screen Committee
131 Old Main, University of Wisconsin-Stevens Point
Stevens Point, WI 54481-3897

phone: (715) 346-2124
fax: (715) 346-2561

THE UNIVERSITY OF WISCONSIN-STEVENS POINT IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER.

The 21st annual Summer Institute for Women in Higher Education will be held June 23-July 19, 1996 at Bryn Mawr PA

It offers women intensive training in management education. Many of today's top female college and university leaders are graduates of the institute.

Applications are due April 1, 1996.
For more information, contact Betsy Metzger,
HERS Mid-America, University of Denver,
7150 Montview Blvd, Denver CO 80220
(303) 871-6866; FAX (303) 871-6897.

BEST COPY AVAILABLE

PRESIDENT
Bronx Community College
The City University of New York

The Board of Trustees of The City University of New York and the Presidential Search Committee invite nominations and applications for the position of President of Bronx Community College.

The City University of New York, the nation's largest publicly supported urban university, comprises ten senior colleges, six community colleges, one technical college, a graduate school, a law school, a medical school, and an affiliated medical school. Nearly 206,500 students are enrolled in academic programs, ranging from the associate to the doctoral degree, offered at campuses located throughout the five boroughs of New York City.

Bronx Community College (BCC), established in 1957, is a comprehensive urban community college whose mission is to prepare students for professional and technical careers and to provide a foundation of general education and critical thinking skills that will enable students to transfer to a senior college. With 25 associate degree programs and 4 certificate programs in a broad range of areas, BCC has provided opportunities for success to more than 22,000 graduates of diverse ethnic and economic backgrounds who have gone on to earn Bachelor's degrees or pursue careers as skilled professionals and technicians.

The College, which has a full-time faculty of 178, enrolls over 8,000 students. The student body is 50% Hispanic, 43% Black, 4% White and 3% Asian. The median age of BCC students is 26; 43% are employed; 68% are female; 44% have dependent children; 40% are non-native speakers of English; and 75% are the first in their families to attend college. BCC's annual budget is $33.5 million, funded through New York State and New York City tax-levy appropriations in addition to student tuition. In 1995, external funding for sponsored programs at the College totaled more than $1.5 million. Located in the University Heights section of The Bronx, the beautiful 50-acre campus contains 32 buildings, including landmark buildings and The Hall of Fame of Great Americans.

The President serves as the chief academic and administrative officer of the institution.

Leading candidates will typically have:

- A demonstrated commitment to academic excellence and to urban, public higher education in a multi-cultural, multi-ethnic city;
- An earned doctorate or professional equivalent, university/college-level teaching experience, and a record of scholarly achievement and/or professional distinction that is appropriate for presidential leadership;
- An understanding of how a college functions within a multi-campus system in which the President serves under the general direction of the Chancellor according to policy set by the Board of Trustees;
- A capacity for academic leadership within the College, including experience in the senior-level management of an institution of higher education;
- A commitment to enhance the quality of student life and strengthen the delivery of services to students;
- The ability to communicate with and represent the institution to its outside constituencies, including the community, alumni, the business community, and legislative and other governmental bodies;
- Experience in attracting external funding and in handling the complexities of city, state, and private support; and
- A demonstrated commitment to equal employment opportunity, affirmative action, and the promotion of cultural pluralism.

The position is available on or before September 1,1996. The compensation package includes a salary of $127,575 per annum and benefits. The review of applications will begin on March 25, 1996; therefore, applications and nominations are especially encouraged prior to that date.

Applications: Applicants should send (1) a letter expressing their interest in the position, (2) a curriculum vitae, and (3) the names of five references (references will not be contacted without the applicant's prior permission).

Nominations: Nominators should send a letter of nomination and, if possible, the nominee's curriculum vitae. Applications and nominations should be sent to:

The Honorable Thomas Tam, Chair
The Bronx Community College
Presidential Search Committee
The City University of New York
535 East 80th Street (Room 110)
New York, NY 10021

Additional Information: Please call Mr. Donald Glickman, Executive Director for Executive Search and Evaluation, at (212) 794-5740; Fax: (212) 794-5586. All inquiries, nominations, and applications will be held in strictest confidence.

The City University of New York, an Equal Opportunity/Affirmative Action Employer with a strong commitment to racial, cultural and ethnic diversity, actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

LORAS COLLEGE

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Loras College invites applications and nominations for the position of Vice President for Academic Affairs (VPAA). This position represents an unusually favorable opportunity for a solid leader to make a significant impact and contribution. The faculty and the administration support academic leadership from the office of the Vice President for Academic Affairs, and strong sentiment exists that the new VPAA should provide effective advocacy for the Academic area with the Cabinet, the President, and the Board of Regents.

The new VPAA will need to address several important issues: curricular review; outcomes assessment and program review; faculty evaluation linked to compensation; faculty development in teaching and learning; use of technology in the educational process; a new or expanded library; cooperation with the Faculty Senate in addressing governance issue; and contemporary developments in higher education.

Loras is a Catholic, four year, coeducational, liberal arts institution with preprofessional and career preparation, dedicated to high academic, ethical, and moral standards. It is located in Dubuque, Iowa, a community of 60,000, at the junction of Iowa, Illinois and Wisconsin. Founded in 1839 by the Archdiocese of Dubuque, Loras is Iowa's oldest college. Its 60 acre campus is in a residential area with easy accessibility to downtown and major highways. The student body consist of 1,800 students, over 90 percent of whom are full-time undergraduates. Approximately 1,050 students live in college housing. Programs lead to bachelor of arts, bachelor of science or bachelor of music degrees with 47 majors offered by 21 departments. Loras offers graduate programs in selected fields of study.

The College will select a candidate who possesses the combination of characteristics which best meets the needs of Loras. Several of these characteristics are: an earned doctorate, preferably in an area of the traditional liberal arts or sciences; evidence of achievement in teaching and scholarship; demonstrated administrative effectiveness, preferably including experience as an academic dean, associate academic dean or division chair; a commitment to Catholic, liberal arts education as articulated in the College's mission statement; and the ability to assert visionary leadership, to motivate and to inspire.

The position is available in summer, 1996. Compensation is competitive, commensurate with qualifications and experience.

Address nominations, applications, inquires or requests for a full search profile to:

Dr.. Robert Kaffer
Higher Education Administrative Search, Inc.
P.O. Box 12158
Denver, CO 80212-0158
Phone: 303/423-4617 Fax 303/423-1976

To apply, send resume or curriculum vitae and names, addresses and telephone numbers of at least four references. References will not be contacted until the candidate is notified and approves. Review of candidate materials will begin on March 18, 1996 and will continue until an employment decision has been reached.

An Affirmative Action, Equal Opportunity Employer.
Woman and Minorities are Encouraged to Apply.

Ferris State University

VICE PRESIDENT FOR STUDENT AFFAIRS

Effective Date: June 1996

Responsibilities:

The Vice President for Student Affairs is the University's chief advocate for the personal, cocurricular, and academic development of Ferris State University's diverse student population. He/she is responsible for integrating student services from recruitment through job placement, ensuring the quality and customer focus of those services, and providing a safe, supportive environment for student development. Reporting directly to the President and serving on the administrative cabinet, the Vice President is responsible for providing leadership for a comprehensive student affairs division, including **enrollment services** (admissions, assessment services, scholarship/financial aid, and registrar) and **student affairs** (student leadership and activities, student judicial services, university recreation, minority student affairs, health center, personal counseling center, career planning and placement services, student life, and the student center). The Vice President provides a strategic vision for enrollment services and student affairs, resolves student-related issues, works effectively with other University areas to enhance the quality of student life, and represents the division both on and off-campus.

Required Qualifications:

- Ph.D. or terminal degree
- Minimum of five years of successful leadership and management of programs and activities related to the above responsibilities
- Documented administrative skill in budget management, supervision and personnel administration, staff development, program development, evaluation, and information technology
- Demonstrated written and oral communication skills and interpersonal skills, including negotiation and conflict resolution, sufficient to effectively promote a vision for the division and fulfill the job responsibilities
- Experience working with large, multicultural student populations; meeting the needs of minority, women and nontraditional students; and enhancing diversity and multiculturalism on campus
- Demonstrated ability to enhance student recruitment, development, academic achievement, retention, and quality of life
- Documented record of advocating student rights and responsibilities
- Ability to exhibit a thorough understanding of the personal and social issues confronting today's students and the challenges faced in student recrutiment and admissions.

Preferred Qualifications:

- Experience working with unionized personnel
- Involvement in student affairs and enrollment services professional organizations and a demonstrated understanding of the national issues facing student affairs/enrollment services professionals

Salary: Salary will be competitive and commensurate with education and experience

Applications:

Review of applications will begin on March 1, 1996, and conclude on March 31, 1996. Women and minorities are encouraged to apply. Applications must include a letter that specifically addresses how the candidate's education, skills, and experiences relate to the position announcement, a vita; and the names and telephone numbers of five professional references. Finalists will be asked to supply three current letters of reference and official transcripts. Nominations and applications should be submitted to:

Susan Reardon, Chair
Vice President for Student Affairs Search Committee
Ferris State University
330 Oak Street, West 108
Big Rapids, MI 49307

Ferris State University provides practical hands-on education to make its graduates immediately employable in their chosen fields in a diverse array of technical and professional programs. Ferris offers more than 100 academic programs through the Colleges of Arts and Sciences, Allied Health Sciences, Business, Education, Optometry, Pharmacy, and Technology to it's10,000 students. Included are associates's and bachelor's degrees, two master's degrees and doctorates in optometry and pharmacy. FSU's main campus in Big Rapids, a city of 12,600, is located in the vacation and recreation area of West Central Michigan, 54 miles north of Grand Rapids.

An Affirmative Action, Equal Opportunity Employer.

The San Diego Community College District announces the following position:

VICE PRESIDENT, STUDENT SERVICES, MIRAMAR COLLEGE

The district is seeking a proven administrator, experienced and effective in: developing and implementing a comprehensive student services/activities program; communicating; motivating people; working with people from diverse backgrounds; conflict resolution; implementing matriculation services; and developing and administering budgets.

Qualifications: Master's degree from an accredited institution; **AND** one year of formal training, internship or leadership related to this position;

Salary: Currently **$5,766 - $7,359** per month. A generous benefits package is also included for this 12-month assignment. To request application materials, contact:

Human Resources Employment
San Diego Community College District
3375 Camino del Rio South, Suite 330, San Diego, CA 92108-3883
(619) 584-6579, or 1-800-648-4023

Application material must be received in Human Resources Employment no later than 4:30 p.m. on Friday, March 22, 1996.

TARLETON STATE UNIVERSITY

Provost and Vice President for Academic Affairs

Tarleton State University invites nominations and applications for the position of Provost and Vice President for Academic Affairs. The Provost reports directly to the President and is responsible for all operations of the University related to instructional programs, educational policy, academic planning, academic resources, and faculty personnel actions. As chief academic officer, the Provost is responsible for approximately 340 faculty organized into five colleges and twenty departments. Other areas which report to the Provost include the library, the registrar's office, continuing education, federal support programs, academic support programs, and the microcomputer office.

Tarleton State University, part of the Texas A&M University System, is a regional university of 6,500 students. The campus is located in Stephenville, Texas, a town of sixteen thousand people located sixty miles southwest of Fort Worth. While Tarleton attracts students from throughout the Southwest, the general background of the student body and the campus environment is rural. The Institution offers baccalaureate and master's degrees in the four broad areas of agriculture, business, education, and the arts and sciences.

Qualifications: Applicant should possess:

- an earned doctorate from an accredited university.
- ten years of university classroom teaching, scholarship, and service.
- five years of higher education administrative experience with a demonstrated commitment to integrity
- demonstrated commitment to academic excellence, research, and a broad-based core curriculum.
- ability to develop and administer an institutional effectiveness plan.
- evidence of strong interpersonal, organizational, analytical, and communication skills.
- proven record of sensitivity to diversity.
- demonstrated belief in the value of shared governance.
- commitment to the continued growth of graduate studies and research.

Salary: Salary is competitive and commensurate with qualifications and experience.
Starting Date: 1996 Fall semester or sooner.
Applications: Applications must include: a letter of application which describes how the individual's training and experience relate specifically to the listed qualifications and defines the applicant's approach and philosophy of administration and teaching. The applicant should request that three letter of reference be mailed directly to the address below.
Review of applications: The review process will begin March 29, 1996, and continue until a Provost and Vice President for Academic Affairs is named. Applications should be sent to:

Provost and Vice President for Academic Affairs Search Committee
c/o Dr. Linda M. Jones, Chair
Tarleton State University]
Box T-0001
Stephenville, Texas 76402
Fax: 817-966-9920
http://www.tarleton.edu for further information

Tarleton State University an EEO/AA Employer and Educator is Committed to Excellence Through Diversity.

BEST COPY AVAILABLE

TUSKEGEE UNIVERSITY

SENIOR VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

Tuskegee University, a comprehensive, multi-cultural, independent and state-assisted university with a strong worldwide reputation, invites nominations and applications for the position of Senior Vice President for University Advancement.

Founded in 1881 by Booker T. Washington, and acclaimed in the early years for the scientific contributions of George Washington Carver, the University currently distinguishes itself in numerous fields of endeavor. The annual operating budget is $72 million, and the University has attracted $177.7 million in federal funding over the past decade. Once Tuskegee has secured its new Senior Vice President, the University will be poised to complete its $150 million capital campaign--$85 million of which already has been raised.

Reporting directly to the President, the Senior Vice President provides leadership and coordination for development (including alumni relations); federal, state, and local government relations; marketing and communications; and the operations of these advancement functions. The Senior Vice President is responsible for supervising the vice presidents for development, government relations and marketing and communications. Priorities include straightening the professional advancement staff and operations; establishing effective working relations with University officers, trustees, faculty, alumni and volunteers, and working with the President to complete The Campaign for Tuskegee.

The successful candidate will be a highly accomplished senior professional who has at least a bachelor's degree; a strong record as a senior level advancement officer; 6-8 years' direct experience in development and exceptional personal achievement in raising major gifts for capital and other purposes; a history of hiring, nourishing, and leading a high performing advancement staff; and solid experience in leading, or playing a significant role in one or more successful multi-million dollar capital campaigns.

The deadline for nominations is March 15, 1996, and the position is available upon completion of the search. Salary and benefits are highly competitive, and salary is negotiable from a base of $100,000.

The University has secured the services of Quehl Associates to assist in the search. Brief letters of nominations and applications should be mailed to:

Dr. Benjamin F. Payton, President
Tuskegee University
Tuskegee, Alabama 36088

Candidate resumes and references will be invited at a later date.

An EEO/AA employer, Tuskegee is committed to seeking nominations of, and applications from, men and women of diverse backgrounds.

TARLETON STATE UNIVERSITY

Vice President for Finance and Administration

The VPFA is responsible for all fiscal matters and business functions of the University; other areas of responsibility include business and financial services, budgeting, capital planning, student financial aid, environmental health and safety, facilities management, information technology management, human resources, contracted services, and public safety.

Qualifications: Bachelor's degree required (business, accounting, or finance preferred). Master or doctoral degree in business or related field, along with professional certification preferred. Ten years in business or financial administration of which a minimum of five years must be executive-level higher education experience. Skills include effective interpersonal, analytical, and communication skills, sensitivity to diversity, shared governance, familiarity with sponsored research, and an ability to work with all constituency groups.

Salary: The salary is commensurate with experience and education.

Applications: Direct application letter, vita, and names, addresses, and telephone numbers of three professional references, and a statement of not more than two pages which explains how one's training and experience relate to the qualifications and philosophy of finance, administration and leadership to Dr. Ronnie Sheppard, Chair, Search Committee for Vice President of Finance and Administration, Box T-0001, Stephenville, Texas 76402.

Deadline: The review will begin in late March and continue until the position is filled.

TSU is an AA/EEO employer.
For further information: http://www.tarleton.edu

FERRIS STATE UNIVERSITY

Vice President for Administration and Finance

RESPONSIBILITIES*:* The Vice President for Administration and Finance serves as the University's financial officer, directs the activities of several departments and serves on the President's Cabinet. In addition to working cooperatively with other Cabinet officers to plan, direct, and administer university goals and activities, the Vice President plans, directs, supervises, and provides leadership for a broad, diverse group of departments including the Controller, Bookstore, Conference Center, Golf Course, Ice Arena, Purchasing, Racquet Facility, Risk Management, Investments, Human Resource Development, Public Safety, Physical Plant, Residential Life, Dining Services, Intercollegiate athletics, and Information Services and Telecommunications. The division employs approximately 450 employees and involves five different collective bargaining organizations.

QUALIFICATIONS: The successful candidate must possess the following qualifications:

- Master's degree in business administration, finance, or accounting. Possession of a master's degree in another field of study will be acceptable if a significant relationship between the degree and the position responsibilities can be demonstrated.
- Knowledge of and experience in financial management of higher education institutions.
- Demonstrated ability to manage a large and diverse division, and participate effectively in major decision making of the University.
- Comprehensive administrative skills including supervision, communication, and budget management.
- Demonstrated experience and commitment of serving customer needs with a diverse campus community.
- Eight years increasingly responsible work in the management of a large financial diversion at a university to include fund accounting, integrated budgetary systems, fiscal modeling and involvement with the collective bargaining process and labor relations
- Experience with the process of Total Quality Management (TQM) is preferred.

APPLICATION: Review of applications will begin on February 25, 1996, and will continue until the position is filled. Candidates should submit a letter of interest, resume, and five current references. Final candidates will be asked to provide official college/university transcripts. Send to:

Richard B. Hanna, Search Chair
FERRIS STATE UNIVERSITY
1349 Cramer Circle BIS 421
Big Rapids, MI 49307-2737

COMPENSATION: Salary is competitive and based on experience. The University offers a full benefits package.

Ferris State University provides practical, hands-on education to make its graduates immediately employable in their chosen fields in a diverse array of technical and professional programs. Ferris offers more than 100 academic programs through the Colleges of Arts and Sciences, Allied Health Sciences, Business, Education, Optometry, Pharmacy, and Technology to its 10,000 students. Included are associate's and bachelor's degrees, two master's degrees, and doctorates in optometry and pharmacy. FSU's main campus in Big Rapids, a city of 12,600, is located in the vacation and recreation area of West Central Michigan, 54 miles north of Grand Rapids.

Affirmative Action/Equal Opportunity Employer

Florida International University

CHIEF INFORMATION OFFICER AND VICE PROVOST

Florida International University (FIU) plans to take a leadership role in the information technology revolution and is seeking a Chief Information Officer and Vice Provost to provide visionary leadership in the development, management, and delivery of administrative and academic information systems.

FIU is the fastest growing unit of the State University System of Florida. In operation only 25 years the University enrolls 28,000 students on two major campuses and has achieved a national reputation for quality. FIU is rapidly moving to major research institution status and offers over 200 academic programs in 12 schools and colleges with 21 doctoral programs in the liberal arts, the sciences, and the professions. For further information about the University see our page on the World Wide Web at URL **http://www.fiu.edu**.

The Search and Screen Committee recognizes that educational and communications technology is in a state of rapid evolution, and the Committee is prepared to consider a variety of qualifications and general backgrounds for this position. The candidate selected will help design and shape this new position. Compensation is highly competitive. Attributes that would be beneficial include the following:

- Visionary leadership skills
- Ability to provide guidance on the role of technology in teaching and research
- Demonstrated ability to create and manage a service-oriented information support system
- Ability to work as part of a team
- Familiarity in connecting diverse, distributed, and complex networks in a multi-platform, multi-media environm

Applications and nominations are solicited. Applicants should submit a letter of interest curriculum vitae, and the names and telephone numbers of three references to: **Dr. Gordon R. Hopkins, Chair, Search and Screen Committee for Chief Information Officer and Vice Provost, c/o College of Engineering and Design, Florida International University, University Park, ECS 450, Miami, Florida 33199. For further information about the position contact Dr. Hopkins at (305) 348-2522, email CIO@eng.fiu.edu.**

Applications and nominations must be postmarked by **April 30, 1996.** The search and selection process will be conducted in accordance with the "Government in Sunshine" laws of Florida. Meetings and all documents related to the search will be open to the public.

Florida International University is an Equal Opportunity, Affirmative Action, Equal Access Employer.

W

Wheaton

COLLEGE

DEAN OF STUDENT PROGRAMS

Wheaton College is accepting resumes from those interested in professionally serving in Student Development as Dean of Student Programs. The Dean of Student Programs is responsible for student life and the general conduct of women students and for overseeing the administration of the departments of Residence Life, Student Activities, the Office of Christian Outreach, and Housing. An effective candidate will have 8-10 years of experience in higher education and preferably have a Ph.D. or have completed all but the dissertation. Resumes must be submitted to the **Director of Human Resources, Wheaton College, Wheaton, IL 60187.**

Wheaton College is an evangelical Christian liberal arts college whose faculty and staff affirm a Statement of Faith and adhere to lifestyle expectations. The College complies with federal and state guidelines for nondiscrimination in employment. Women and minority applicants are encouraged to apply.

W

DEAN
DIVISION OF SCIENCE

COLLEGE OF LIBERAL ARTS AND SCIENCES (CLAS)

CITY COLLEGE OF NEW YORK
CITY UNIVERSITY OF NEW YORK

The City College of New York invites applications and nominations for the position of Dean of the Division of Science. The Division of Science, a unit of the College of Liberal Arts and Sciences at City College, comprises five academic departments (Biology, Chemistry, Earth and Atmospheric Sciences, Mathematics and Physics).

City College is the oldest senior college in the City University of New York system, and has been committed to the dual goals of accessibility and academic quality since its founding in 1847. The College campus occupies thirty-five tree-lined acres along Convent Avenue from 131st to 141st Street in the Borough of Manhattan. It has an international reputation for its ability to promote scholarly excellence in students of diverse ethnic and cultural backgrounds and economic circumstances. The College ranks fourth nationally in the number of students who have gone on to earn doctorates. The Science Division is a major center for research and scholarship, generating over $11,000,000 in research funding per year. The Division boasts eight Nobel prize winners among its alumni.

The Division of Science awards undergraduate and master's degrees in all of its departments. The faculty contribute to a number of doctoral programs housed on campus and at the Graduate School and University Center.

The Dean assumes leadership in the management and administration of the Division, curriculum development, program planning, budgeting, and the acquisition of external funding. The Dean reports to the Provost and maintains liaisons with other administrators of the College, Federal, State and City agencies, related organizations and associations, and community leaders.

Candidates should possess distinguished records of scholarship and teaching, significant academic administrative experience, and strong leadership qualities and communication skills. Candidates should currently hold a tenured faculty position or equivalent, and have administrative experience at least at the level of Department Chair or equivalent. Individual should qualify for appointment at the rank of full professor in one of the departments of the Division, through demonstrated excellence in teaching, scholarship, and service. Individual should be responsive to the needs of faculty and the diverse student body, and committed to cultural and intellectual diversity. Candidates should be able to serve as effective and forceful advocates of the role of the Sciences and have a demonstrated commitment to public education. A knowledge of the institutional dynamics of a public and urban University system such as CUNY would be desirable.

Salary: $89,762 - $103,867. Applicants should send a letter of interest, their curriculum vitae, and the names, addresses and telephone numbers of at least four professional references. Nominations should be accompanied by the nominee's curriculum vitae. Applications must be postmarked no later than April 1, 1996. An appointment effective August 1 is anticipated.

Applications and nominations should be addressed to:

Search Committee for the
Dean of the Division of Science, CLAS
Administration Building, Rm 206
The City College of CUNY
Convent Avenue at 138th Street
New York, NY 10031

An AA/EO Employer M/F/D/V

BEST COPY AVAILABLE

MT. SAN JACINTO COLLEGE

Mt. San Jacinto College (located in affordable and scenic Riverside County) has the following job opportunities:

- Dean of Instruction (General Education)
- Dean of Instruction (Career Education)
- Dean of Information Services
- Dean of Development/Foundation - 50% (Extended Search)

Anticipated Faculty Positions:

- Art
- Biology
- Computer Information Systems
- Counselor
- Early Childhood Studies

Contact MSJC Human Resources at:
Job Line: (909) 487-6752 ext. 1111
Voice: (909) 487-6752 ext. 2595 or 1150
Fax: (909) 654-5971
TDD: (909) 654-2088 or (909) 672-9357
Internet: CHRO940@NIC.CERF.NET
Address: 1499 N. State Street, San Jacinto, CA 92583

DEAN
DIVISION OF HUMANITIES
COLLEGE OF LIBERAL ARTS AND SCIENCES(CLAS)

CITY COLLEGE OF NEW YORK
CITY UNIVERSITY OF NEW YORK

The City College of New York invites applications and nominations for the position of Dean of the Division of Humanities. The Division of Humanities, a unit of the College of Liberal Arts and Sciences at City College, comprises seven academic departments (Asian Studies, English, ESL, History, Jewish Studies, Philosophy, and Romance Languages) and the Rifkind Center for the Humanities.

City College is the oldest senior college in the City University of New York system, and has been committed to the dual goals of accessibility and academic quality since its founding in 1847. It has an international reputation for its ability to promote scholarly excellence in students of diverse ethnic and cultural backgrounds and economic circumstances. In recent years it has become a major center for research and scholarship, leading the City University in attracting outside funding for research activities. It boasts eight Nobel prize winners among its alumni (a record unmatched by any other public college), and it ranks fourth nationally in the number of students who have gone on to earn doctorates. The College campus occupies thirty-five tree-lined acres along Convent Avenue from 131st to 141st Street in the Borough of Manhattan.

The Division of Humanities awards undergraduate degrees in Asian Studies, English, History, Jewish Studies, Philosophy, and Romance Languages, and masters of arts degrees in Creative Writing, English Literature, History, Language and Literacy, and Spanish. The faculty contribute to a number of doctoral programs located at the Graduate School and University Center. The Division is responsible for the delivery and administration of a substantial portion of the core curriculum at City College.

The Dean assumes leadership in the management and administration of the Division, curriculum development, program planning, budgeting, and the acquisition of external funding. The Dean reports to the Provost and maintains liaisons with other administrators of the College, Federal, State, and City agencies, related organizations and associations, and community leaders.

Candidates should possess distinguished records of scholarship and teaching, significant academic administrative experience, and strong leadership qualities and communication skills. Candidates should currently hold a tenured faculty position or equivalent, and have administrative experience at least at the level of Department Chair or equivalent. They should qualify for appointment at the rank of full professor in one of the departments of the Division, through demonstrated excellence in teaching, scholarship, and service. They should be responsive to the needs of faculty and the diverse student body, and committed to cultural and intellectual diversity. Candidates should be able to serve as effective and forceful advocates of the role of the Humanities within the mission of City College, and have a demonstrated commitment to public education in the Humanities. A knowledge of the institutional dynamics of a public and urban University system such as CUNY would be highly desirable.

Salary: $89,762 - $103,867. Applicants should send a letter of interest (including a statement of their educational philosophy), their curriculum vitae, and the names, addresses and telephone numbers of four professional references. Nominations should be accompanied by the nominee's curriculum vitae. Applications must be postmarked no later than March 18, 1996. An appointment effective August 1 is preferred.

Applications and nominations should be addressed to:
Search Committee for the
Dean of the Division of Humanities, CLAS
Administration Building, Rm 206
The City College of CUNY
Convent Avenue at 138th Street
New York, NY 10031
An AA/EO Employer M/F/D/V

Washington State University

Executive Assistant for Administration and Extended University Affairs

Washington State University (WSU) invites applications/nominations for the position of Executive Assistant for Administration and Extended University Affairs. The anticipated starting date is 6/1/96. The position provides comprehensive administrative support to the Vice President in all matter related to the operations of the Extended University Affairs division. The Extended University Affairs is a progressive, growing unit and includes Alumni Relations, Extended University Services, News and Information, Publications and Printing, Northwest Public Radio and TV, Educational Telecommunications and Technology, Washington Higher Education Telecommunications System, Cooperative Extension, and the WSU Foundation. This unit has 483 FTE's and a budget of $44,000,000.

WSU is a multi-campus system with a student enrollment of 19,000 including branch campuses, is the state's land grant university and is a comprehensive academic research institution with nine colleges and a graduate school. Campuses are located in Pullman, Spokane, Vancouver, and the Tri-Cities, with research and extension centers located throughout the state.

Duties and Responsibilities:
On behalf of the Vice President the Executive Assistant will facilitate and coordinate the activities of unit directors; direct research on issues and problems; act on administrative matters in the division in the absence of the Vice President; represent the Vice President in a wide range of internal and external University activities; serve as liaison to community organizations and businesses on behalf of the Vice President; assist with strategic planning, and monitoring of program activities; review and coordinates responses to a variety of correspondence from other University departments, governmental entities, and internal and external constituents; collaborate with division administrators to handle personnel-related matters by facilitating problems-solving at support levels; participating in decisions concerning hiring and evaluation of the staff.

Salary:
The Executive Assistant for Administration and Extended University Affairs is a permanent, twelve-month administration position at the Pullman campus. The salary level is competitive commensurate with experience. WSU offers excellent fringe benefits.

Qualifications:

- doctorate preferred, master's degree required;
- at least five years of progressive administrative experience in higher education or private business in the public affairs field or public administration is required with a mixture of these types of experiences highly desirable;
- excellent interpersonal and communications skills are required;
- knowledge and experience with current computer and telecommunications technology is desired;
- demonstrated skills as a consensus builder and experience working successfully with diverse constituents and organizations is essential;
- demonstrated ability to create original documents and excellent writing skills required.

To be considered, final screening begins 4/2/96. Send a letter of application, current vita including education, work experience, and work history and names, addresses, and phone numbers of at least three references to:

Search committee Chair
Extended University Affairs
442 French Administration Building
Washington State University
Pullman, WA 99164-1043

WSU is strongly committed to achieving continuing excellence through diversity. We are an EEO/AA employer and educator. We highly encourage individuals of protect groups to apply. ADA accommodations are available upon request.

Central Washington University

Director, Women's Resource Center

This is a full-time 10 month, professional "Administrative Exempt" position. The Director of the Women's Resource Center is responsible for developing, implementing, managing and evaluating the Center's programs and services. The responsibilities of this position are to be carried out in accordance with the mission, goals, objectives and administrative direction of the Division of Student Affairs. The Director will represent the Division of Student Affairs and the Women's Resource Center (WRC) to the community.

Minimum qualifications: Masters Degree in higher education administration, student personnel administration, counseling or related field, three years of progressively responsible experience in higher education or related field, demonstrated experience working with diverse populations, and demonstrated experience working with student development in women's programs at a university or similar setting.

Deadline: Completed applications must be submitted to the Search Committee by 3/22/96. (Applications will be considered after this date only if the pool is insufficient.)

For a position announcement and application call (509) 963-1515 or email HaleyP@CWU.Edu.

Central Washington University is an Affirmative Action, Equal Employment Opportunity, Title IX Institution.

Persons of disability may request accommodation through the Affirmative Action Office.
Voice (509) 963-2205; TDD (509) 963-2207.

DEAN
DIVISION OF SOCIAL SCIENCE
COLLEGE OF LIBERAL ARTS AND SCIENCES(CLAS)

CITY COLLEGE OF NEW YORK
CITY UNIVERSITY OF NEW YORK

The City College of New York invites applications and nominations for the position of Dean of the Division of Social Science. The Division of Social Science, a unit of the College of Liberal Arts and Science at City College, comprises seven academic departments (Anthropology, Black Studies, Economics, Latin American and Hispanic Caribbean Studies, Sociology, Political Science and Psychology).

City College is the oldest senior college in the City University of New York system, and has been committed to the dual goals of accessibility and academic quality since its founding in 1847. It has an international reputation for its ability to promote scholarly excellence in students of diverse ethnic and cultural backgrounds and economic circumstances. In recent years it has become a major center for research and scholarship, leading the City University in attracting outside funding for research activities. It boasts eight Nobel prize winners among its alumni (a record unmatched by any other public college), and it ranks fourth nationally in the number of students who have gone on to earn doctorates. The College campus occupies thirty-five tree-lined acres along Convent Avenue from 131st to 141st Street in the Borough of Manhattan.

The Division of Social Science awards undergraduate degrees in Anthropology, Black Studies, Economics, International Studies, Latin American and Hispanic Caribbean Studies, Sociology, Pre-law, Political Science, Psychology and Urban Legal Studies, and masters of arts degrees in Urban Anthropology, Economics, International Relations, Psychology, and Sociology. The faculty contribute to a number of doctoral programs located at the Graduate School and University Center.

The Dean assumes leadership in the management and administration of the Division, curriculum development, program planning, budgeting, and the acquisition of external funding. The Dean reports to the Provost and maintains liaisons with other administrators of the College, Federal, State, and City agencies, related organizations and associations, and community leaders.

Candidates should possess distinguished records of scholarship and teaching, significant academic administrative experience, and strong leadership qualities and communication skills. Candidates should currently hold a tenured faculty position or equivalent, and have administrative experience at least at the level of Department Chair or equivalent. Individual should qualify for appointment at the rank of full professor in one of the departments of the Division, through demonstrated excellence in teaching, scholarship, and service. Individual should be responsive to the needs of faculty and the diverse student body, and committed to cultural and intellectual diversity. Candidates should be able to serve as effective and forceful advocates of the role of Social Science within the mission of City College, and have a demonstrated commitment to public education in Social Science. A knowledge of the institutional dynamics of a public and urban University system such as CUNY would be highly desirable.

Salary: $89, 762 - $103,867. Applicants should send a letter of interest (including a statement of their educational philosophy), their curriculum vitae, and the names, addresses and telephone numbers of four professional references. Nominations should be accompanied by the nominee's curriculum vitae. Applications must be postmarked no later than March 25, 1996. An appointment effective August 1 is preferred.

Applications and nominations should be addressed to:
Search Committee for the
Dean of the Division of Social Science, CLAS
Administration Building, Rm 206
The City College of CUNY
Convent Avenue at 138th Street
New York, NY 10031
An AA/EO Employer M/F/D/V

Lane Community College

Director of Affirmative Action
Closing: 4/12/1996

For application, job description and further information, please contact:

Personnel Services
Lane Community College
4000 East 30th Avenue
Eugene, Oregon 97405
(541) 726-2211
TDD (541) 744-3999

LCC application must be postmarked no later than closing date. A resume cannot take the place of the application form.

An Affirmative Action/
Equal Opportunity Institution

KSU
KANSAS STATE UNIVERSITY

ENGINEERING TECHNOLOGY FACULTY

The **Kansas State University-Salina** engineering technology department invites applicants for two tenure-track positions at the assistant or associate professor level beginning in August 1996. KSU-Salina offers baccalaureate programs in electronic engineering technology, mechanical engineering technology, aeronautical technology, and technology management plus associate degree programs in several of these and other disciplines.

The positions include responsibilities in **mechanical engineering technology** programs. Qualifications include an M.S. in engineering or engineering technology plus three years of relevant industrial experience. Teaching in B.S. engineering technology programs is strongly preferred, as is experience in applied research activities. Applicants should have expertise in automated manufacturing or mechanical design and be able to teach in other areas of mechanical engineering technology. In addition to teaching, faculty are expected to participate in scholarly activities including applied research, assist in course and curriculum development, advise students, and perform other institutional service.

Send transcripts and a resume including the names, addresses, and telephone numbers of three professional references by April 15, 1996 to Dr. Richard L. LeBoeuf, Search Committee Chair, Kansas State University-Salina, Engineering Technology Department, 2409 Scanlan Avenue, Salina, KS 67401-8196. Kansas State University is an equal opportunity employer.

KSU actively seeks diversity among its employees.

"Bowling Alone?"
EXECUTIVE DIRECTOR
National Workshop on Civic Engagement
Center for International Affairs

Reporting to the Director of the Center and the Workshop, the Executive Director is responsible for managing all aspects of the workshop including recruiting participants from among community leaders and civic activists nationwide, organizing and managing workshops, overseeing the development of case studies and conceptual papers, preparing reports for funders and publications on the results of the workshops, and representing the workshop to external audiences.

This two-and-a-half year position involves the organization and management of regular meetings of a continuing workshop of scholars and community leaders. These workshops will develop an inventory of community and national initiatives to reengage Americans with their communities.

The successful candidate will possess an advanced (preferably doctoral) degree, demonstrated administrative and writing skills, experience and/or research in community leadership, familiarity with national networks, and entrepreneurial energy.

Please send cover letter, resume and list of references to: **Karen Rogers, Administrative Officer, Center for International Affairs, 1737 Cambridge Street, Cambridge, MA 02138.** Harvard University is committed to Affirmative Action and Equal Opportunity.

HARVARD UNIVERSITY

DEAN OF INSTRUCTIONAL AFFAIRS
Ivy Tech State College-Southwest
Evansville, Indiana

Applications and nominations are being sought for the position of Dean of Instructional Affairs at Ivy Tech State College-Southwest. Ivy Tech State College was created by the Indiana General Assembly in 1963 as one of Indiana's seven, state supported post secondary educational institutions. The statewide Ivy Tech system, accredited by NCA, operates with a one college philosophy and a network of 13 regional campuses located throughout Indiana. The statewide comprehensive community-based technical system serves over 38,000 credit students per semester. The southwest region, located in Evansville, Indiana, serves approximately 3700 credit students per semester in 21 program specialty areas, business and industry and continuing education course offerings.

QUALIFICATIONS: Master's degree required; Doctorate preferred. Minimum of five years of progressive administrative experience in a post secondary educational environment, preferably within a two year technical/community college environment. Candidate must be enthusiastic and willing to contribute to a dynamic and progressive collegial team environment. Strong interpersonal, human relations, written and oral communications skills are essential to the success of this position. The position also requires sensitivity to and understanding of the diverse academic, socioeconomic, cultural and ethnic background of students, employees and local communities served by the college.

SALARY RANGE: Highly competitive with excellent benefit package.

DESIRED DATE OF APPOINTMENT: July 1, 1996.

APPLICATION PROCEDURE: Applications and nominations should be received by April 5, 1996 but will be accepted until the position is filled. Submit letter of application, vita, official transcripts, and the names of five professional references or nominations to:

Director of
Employee Relations
Ivy Tech State College
3501 First Avenue
Evansville, IN 47710

An Equal Opportunity/Affirmative Action Employer

EASTERN
EASTERN WASHINGTON UNIVERSITY

The College of Letters, Arts and Social Sciences and the College of Education and Human Development are pleased to announce openings for tenure-track faculty in School Psychology, Developmental Psychology and Mental Health Counseling. These positions require excellence in teaching, the development of a substantive scholarly agenda, engagement with schools and and/or community agencies, participation in developing grants, and service to the university and profession. We are looking for energetic and collegial faculty to help shape the future at Eastern Washington University.

Eastern Washington University, with an enrollment of approximately 8,000 students, is co-located in Cheney and Spokane, Washington, the heart of the Inland Northwest, with excellent skiing, hiking, restaurants, theater, shopping, abundant city parks and high quality school and housing. Salaries and benefits are competitive.

Positions 1 and 2 below will support the development of a joint School Psychology program sponsored by the Department of Psychology, a department in the College of Letters, Arts and Social Sciences and the department of Applied Psychology, a department in the College of Education and Human development. If you wish to apply for both school psychology positions, please submit a separate application packet for each position.

Position in the Department of Psychology

1. Assistant/Associate Professor, (School Psychology)

A tenure track academic appointment in School Psychology. Responsibilities include graduate courses in assessment, psychopathology, school psychology, professional issues and some undergraduate teaching. Supervision of both research and practicum required. Summer teaching possible. The successful candidate must possess a Ph.D. and meet certification requirements for the practice of school psychology in the State of Washington and have at least two years experience as a School Psychologist. Applicants are expected to be members of the National Association of School Psychologists (NASP). NASP certification and/or graduate of NASP accredited program preferred. Clinical experience strongly desired.

Review of applications for this position will begin March 1, 1996 and continue until the position is filled. Applicants should send a letter of application, vita and a list of 5 references to:

Dr. Robert Atwood, Chair
Psychology
Eastern Washington University
526 5th Street - MS 94
Cheney, WA 99004-2431

Positions in the Department of Applied Psychology

2. Assistant Professor, (School Psychology)

A tenure track academic appointment in School Psychology. Responsibilities include teaching assessment, psychopathology and school psychology professional issues, supervising practica, internships and master's theses. Additionally, the applicant may teach undergraduate courses in educational psychology, human learning and development, and assessment. A doctoral degree with specialization in School Psychology, certification for the practice of School Psychology in the State of Washington and at least two years experience as a School Psychologist is required. Applicants are expected to be members of the National Association of School Psychologists (NASP). NASP certification and/or graduation from a NASP accredited program preferred.

3. Assistant Professor, (Developmental Psychology)

A tenure track appointment in life span developmental psychology. The faculty member will teach undergraduate courses in infancy, middle childhood, adolescent and adult development, as well as graduate carses in developmental theories and problems of childhood and adolescence. Knowledge of problems of development, learning, educational psychology, and individual differences is desirable. A doctoral degree in developmental psychology is required. ABD applicants will be considered. Applicants are expected to have a research focus with the area of developmental psychology, strong teaching skills, experience in writing and working on grants, and a commitment to involvement with the community beyond the university.

4.Assistant Professor, (Mental Health Counselor Education)

A tenure track faculty appointment in Counselor Education with a mental health counseling focus. The successful candidate will poses a doctorate in Counselor Education from CACREP accredited institution and hold NCC and CCMHC certifications. The person who fills this position will be expected to provide the leadership for the assessment components (including DSM IV) of CACREP accredited programs in school counseling and mental health counseling.

Review of applications for these three positions will begin March 1, 1996 and continue until the positions are filled. Applicants should send a letter of application indicating the position(s) for which they are applying, vita and a list of 5 references to:

Dr. Joan Niemann, Chair
Applied Psychology
Eastern Washington University
526 5th Street - MS 92
Cheney, WA 99004-2431

The successful candidates for all positions will be required to show proof of eligibility to work in the U.S. pursuant to U.S. immigration laws.

Eastern Washington University is committed to increasing the diversity of its faculty, staff, students, and academic program offerings and to strengthening sensitivity to diversity throughout the institution. We are an affirmative action/equal opportunity employer, and applications from members of historically underrepresented groups are especially encouraged.

BEST COPY AVAILABLE

University of North Carolina at Greensboro

Director
McNutt Teaching and Learning Center

The University of North Carolina at Greensboro seeks applications and nominations for the position of Director of the newly established McNutt Teaching and Learning Center. The purpose of the Center is to serve the needs of faculty and administrative units in developing the quality and equity of instruction, the learning environment, and instructional resources. The organizational divisions of the Center are: Faculty Development, Media Services, Creative Services, and Electronic Technical Services.

The Directorship is a full-time, twelve-month administrative appointment reporting directly to the Associate Provost for Faculty and Instructional Development. Salary will be based on qualifications and experience. The preferred starting date is July 1, 1996.

The responsibilities of the Director include: obtaining external funding, facilitating faculty development initiatives, working cooperatively with faculty and administrative units, applying existing and emerging technologies to instruction, and coordinating the operations of the Center.

The successful candidate should have a doctorate, demonstrated leadership in a multi-faceted organization, experience in obtaining grants supporting faculty development, experience with faculty development initiatives, and excellent oral and written communication skills. Additional preferred qualities include teaching experience and knowledge and facility with a variety of technologies.

UNC Greensboro is one of three doctorate-granting institutions in the sixteen-school University of North Carolina system. Fall enrollment totalled 12,593; undergraduates represented 80 percent of that total. Faculty number approximately 700. Academic units include the College of Arts and Sciences and six professional schools: Bryan School of Business and Economics, Education, Health and Human Performance, Human Environmental Sciences, Music, and Nursing.

Review of completed applications will begin immediately and continue through March 22. Inquiries may be addressed to Dr. Mary Floyd at 910-334-5494 or mbfloyd@hamlet.uncg.edu. Applicants should send a cover letter, curriculum vitae, the names of three references, a description of teaching and learning initiatives, and a statement on the role of a teaching and learning center at a doctorate-granting university to: Dr. Mary Floyd, Chair Search Committee for MTLC Director, Office of the Provost, UNC Greensboro, 201 Mossman Building, Greensboro, NC 27412-5001.

EEO/AA:W/M/V/D

Department of Agricultural, Resource and Managerial Economics

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

CORNELL UNIVERSITY

POSITION: Assistant Professor, business management, a tenure track position, with an initial three-year appointment on a 12-month basis.

STARTING DATE: 1 July 1996

LOCATION: Department of Agricultural, Resource, and Managerial Economics, College of Agriculture and Life Sciences, Ithaca, NY 14853-7801

RESPONSIBILITIES: The effort allocation for this position is 60% teaching and 40% research. The incumbent is expected to teach two undergraduate courses in business management, one of which may be large, and to advise undergraduates. The incumbent is expected to obtain external funding to help support his/her programs, to supervise graduate students' research, and perhaps to teach graduate-level courses. The incumbent will have flexibility in identifying specific research topics, but his/her program should build on and complement the Department's existing applied economics and management programs in marketing, cooperatives, food industry, agribusiness, and small business management. The individual in this position should be interested in collaborating with colleagues and especially in relating research results to management problems and issues.

QUALIFICATIONS: A Ph.D. in Agricultural Economics, Economics, Management, or a closely related discipline is required. Experience in teaching, student advising, and/or research is an advantage. An enthusiastic interest in teaching and in research related to business management is expected.

Applicants are to submit a letter of application, vita, transcripts, and names of three references. If available, evidence of teaching and research activity should also be submitted. Materials should be sent to:

Dr. Andrew Novakovic, Chair
Department of Agricultural, Resource, and Managerial Economics
102 Warren Hall
Cornell University
Ithaca, New York 14853-7801

SALARY: Competitive salary and an attractive fringe benefits package.

CLOSING DATE: 15 March 1996

CORNELL UNIVERSITY
IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

WHITWORTH COLLEGE Faculty Positions

Assistant Professor Journalism

Full time, with three months academic leave (June - August). Serve as a member of the Communications Studies faculty with expertise in journalism and media studies, teaching both upper- and lower- division Journalism courses.

Requires:

1. MA required, Ph.D. preferred, in Journalism or a related field.
2. Three years of professional media experience.
3. Experience in desktop publishing, broadcasting, or an ability to advise the campus newspaper, radio station or yearbook would be helpful.
4. College-level teaching experience preferred.
5. A personal commitment to the Christian faith and to the integration of faith and learning.

To Apply:

Please submit a Letter of interest, Resume/Vita, name, address, and telephone number for three references, and a one-page statement on your personal commitment to the Christian faith and to the integration of the Christian faith with liberal learning to:

Assistant Professor Journalism
Search Committee
Office of Human Resources
Whitworth College
Spokane, WA 99251-0103
Applications accepted until **March 8, 1996.**

Head Track & Field Coach, Instructor/Assistant Professor

Full time, with three month academic leave

Provide for the overall development and maintenance of a successful intercollegiate track and field program, consistent with the mission of Whitworth a private Christian liberal arts college, and competing in NAIA Division II; and a provisional member of NCAA Division III; tech undergraduate courses in Physical Education; possible serve as an assistant coach in another sport or be assigned administrative duties.

Requires:

1. Master's degree in Physical Education or related field.
2. Minimum of two years experience coaching track and field, preferably at the college level.
3. Demonstrated teaching ability in Physical Education, preferably at the college level.
4. Ability to relate effectively with various constituent groups. A personal commitment to the Christian faith and to the integration of faith and learning.

To Apply:

Please submit a Letter of interest, Resume/Vita, name, address, and telephone number for three references, and a one-page statement on your personal commitment to the Christian faith and to the integration of the Christian faith with liberal learning to:

Head Track & Field Coach
Search Committee
Office of Human Resources
Whitworth College
Spokane, WA 99251-0103
Applications accepted until **April 8, 1996.**

Assistant Professor of Spanish

Twelve month, full time, with three months academic leave. Provide instruction in Spanish Language, Culture, and Civilization and Literature.

Requires:

1. Ph.D. (or ABD due to complete Ph.D. in 1996) in Spanish, concentration in literature (either Peninsular or Latin American).
2. Experience in teaching on the college level preferred; other teaching experience will be considered.
3. Demonstrated ability to engage and to establish rapport with college students in the teaching and learning process is preferred.
4. Native or near-native pronunciation and fluency.
5. Demonstrated knowledge of recent advancements in applied Spanish linguistics, methodology and pedagogy. Ability to teach introductory courses in French or German is preferred.
6. A personal commitment to the Christian faith and to the integration of faith and learning.

To Apply:

Please submit a Letter of interest, Resume/Vita, name, address, and telephone number for three references, and a one-page statement on your personal commitment to the Christian faith and to the integration of the Christian faith with liberal learning to:

Assistant Professor of Spanish
Search Committee
Office of Human Resources
Whitworth College
Spokane, WA 99251-0103
Applications accepted until **March 15, 1996.**

Whitworth College is an EOE employer. Whitworth College strongly encourages women, persons of color, and persons with physical limitations to apply.
Whitworth College reserves the right to extend the search proceedings beyond those date identified in order to assemble an adequate number of qualified applicants.

BEST COPY AVAILABLE

THE LAST LAUGH

What Can We Learn from Losing a New Publication for Women on Campus?

Sometimes events go well, sometimes they go poorly, and sometimes they go nowhere at all.

Last month's abrupt end to *The Monthly Forum on Women in Higher Education* after only four issues can teach us about business, decision-making and advantages women can enjoy in decision-making.

We mourn the loss of any resource that serves women on campus. But it was launched as a way to make money, not as a way to serve women on campus. For profit, not for passion. Its rock-bottom subscription price showed advertisers were expected to foot the bill for production expenses, an iffy proposition these days.

At its demise, the publication had "fewer than 500 subscribers," according to managing editor Bruce Slater, although it was promoted as reaching 25,000 women on campus.

Its November issue was 48 pages, two colors throughout, and contained just five ads. This is not enough to pay for its bulk rate postage, let alone an awesome print bill.

Hearing of its demise, I called the managing editor in New York City and offered to fulfill its paid subscribers with monthly issues of *Women in Higher Education* at no cost to the subscribers or to them. I was told they'd get back to me.

Hearing nothing for 10 days, I called again, learning that the publisher was in Florida and the managing editor came in only a few days a month, and this was not one of them.

Another call revealed that my offer had been rejected, and paid subscribers could choose to receive another periodical they publish, *Journal of Blacks in Higher Education*, or a refund.

My guess is that those requesting a refund will greatly outnumber those switching to the new title, and they will mail out close to $15,000 in refunds. That expense could have been saved had they accepted my offer, but I suspect that ego got in the way of a sound business decision.

What can we learn from this?

- **Motivation is important.** Starting *WIHE* four years ago, I hoped to create a viable enterprise that serves women on campus and allows me to buy clothes somewhere other than at garage sales.

Their motivation seemed primarily financial.

My belief is that those whose passion is not in the enterprise, whether it's a publication or a new program on campus, are less likely to creatively search for alternatives to "make it happen" and instead, let finances rule decisions without a fight.

- **Start small, so the splash and the risk are minimal.** Our first issue of *WIHE* was just eight pages, and the print bill was $505.99. Now issues are 20-24 pages, bringing women many extra pages of articles and job ads looking for good candidates.

With high expenses come the forces that can shut you down prematurely, in publications or campus programs. Four months is hardly enough.

- **Make it easy to use and understand.** Fancy layouts, smaller type and bigger words may be impressive. But it's more important to bring news and innovative ideas to the consciousness of as wide a range of readers as possible. If they don't use it, it can have no effect. Follow the KISS advice and Keep It Simple, Sister.
- **Stick to your knitting.** We've been approached to start or take over other publications in wildly divergent fields. While the challenge and financial rewards were there, the interest wasn't.
- **Give them more than you promised.** For example, keeping accurate subscription records requires a linear mind that cozies up to computers. Needless to say, errors are made. Our policy is to apologize, give the subscriber what she wants, and add an extra issue to compensate for our mistakes.

We'll soon publish a free collection for our subscribers. And for advertisers, we've added a second color and remain flexible on sizes and paperwork details on placing job ads.

- **Give away the store.** When some long-term subscribers can't pay the renewal invoice, we keep sending issues for a while, hoping eventually their resources will emerge. Sometimes they do.

Certainly some business school will contact us and advise that these practices are a sure recipe for insolvency, but so far so good. Perhaps they can help you get the last laugh.

Mary Dee

❁ JOIN THE NETWORK, IMPROVE THE WORLD OF **WOMEN** IN HIGHER EDUCATION

☐ YES, I want a stronger voice on campus. Start my one-year subscription.

☐ I've enclosed $66, saving $7 from the $73 introductory price. (Canada $76 U.S. $)

☐ Bill me $73. (Canada $83 U.S. $) Signature ______

☐ Credit Card ___Visa ___MC

Number ______ Expires ______ Signature ______

Name ______ Title ______

School ______ Address ______

City ______ State/Prov. ______ ZIP/PC ______ Phone ( ) ______

Send to: *Women in Higher Education,* 1934 Monroe St., Madison WI 53711 E-mail: women@wihe.com

Phone (608) 251-3232 FAX (608) 284-0601 Fed ID # 39 -1711896 March 1996

Printed on Recycled Paper with 100% Soy-based Ink.

WOMEN IN HIGHER EDUCATION

April 1996
Volume 5, No. 4

Bennington Links Student and Academic Services

Last year, 187 articles about Bennington College VT appeared in national publications like *Newsweek* and *The New York Times*. Most discussed the school's ending tenure and laying off 26 faculty members.

But most missed the real story: the school's use of collaboration, freedom and empowerment to refocus its historic mission to serve today's students.

Lydia L. English, associate dean, and Donna M. Bourassa, director of student life, shared the real story at the National Association of Women in Education conference in Chicago last month.

Created as an experiment in liberal arts for women in 1936, the college of 450 students "had been in a downward trend since 1989, leaking $1 million a year," English said.

In 1993, President Elizabeth Coleman and the board of trustees initiated a symposium, soliciting ideas from 600 faculty, students, staff and the community on how to improve the school.

Their 1994 report outlined new guidelines for every aspect of the college's operation, including one that's usually off-limits for trustees: academics.

The symposium was a giant step, undertaken because traditional ways of dealing with today's challenges, trimming costs and raising tuition, weren't working. Entrenched departments fought to keep their own programs intact at every round of budget cuts. With a small endowment, the college had only external grants to fund real campus change.

Writing in *Trusteeship* magazine (Jan./Feb. 1995), board chair John W. Barr and member Susan P. Borden explained their actions with a question:

> *Could it be that for most colleges and universities the vigorous pursuit of ... traditional strategies not only was reaching its limits but also was camouflaging the underlying incapacity of our institutions to adapt their structures to changed — and changing — circumstances?*

Restructuring Encourages Collaboration

Responding to its own changing circumstances, Bennington created a coordinated plan eliminating academic departments and encouraging across-the-board collaboration. Now, there is a somewhat fluid series of programs, focusing on general topics such as languages, the environment, media studies and mind-body connections, English explained. Each faculty member works in several programs.

The process was not easy, she said. "It's been exciting and challenging, but very difficult to move some faculty from roosts they have long held."

English and Bourassa came in post-symposium, but at the start of the new era, bringing their skills in creating a student services-academic partnership. English's post is new, and Bourassa ended the revolving door of five student services directors in the past seven years.

The budget for the school that once prided itself as being the most expensive in the U.S. now calls for steady tuition decreases. It sets aside 10% of revenues for an Experiment and Innovation Budget, where faculty can propose new programs and request funds for other innovations.

Besides working with each other and disciplines in different ways, faculty have begun collaborating with staff in student services and other areas. "It's very exciting," English said, "to create academics out of my head with collaboration of my colleagues. We've made some mistakes, but we go on to try something else." The atmosphere is very open, with administrators and faculty working together to serve students.

Freshmen Start Off Right

A key innovation has been in freshman orientation. First-year students arrive having completed a series of summer readings. On opening night of orientation, they meet with the president to discuss the importance

What You'll Find Inside

Bennington links student & academic services 1
Newswatch: Gendered politics at work 3
New women leaders transform campuses 5
Athletics help women learn keys to success 6
CUPA reports admin salaries increase 8
What works to retain re-entry/adult women 19
Classroom still chilly for women 20
Does gender influence leadership styles? 21
PROFILE: Take a risk. Get uncomfortable 22
New conference battles affirmative action cuts 23
Editor: What to do when proverbs collide 24
...PLUS 52 jobs seeking women candidates 9

BEST COPY AVAILABLE

of their readings.

A very ceremonial closing convocation, led by a drummer and featuring a lunch barbecue on the green for the whole school, tops it off, English said.

An anthropologist, English calls the convocation an important ritual, especially for a liberal arts college that prides itself on being anti-ritual.

Getting new students off on the right foot is more important now, she said, because "students come to college much more confused, scared, unprepared, often facing family disruptions. We're asked to fix things that went wrong over 18 years of their lives. And faculty are asked to help solve students' personal problems."

In response, Bennington developed a skills seminar, "Beyond the Green Mountains: Life Skills 101." Although targeted to first-year students, it's open to all students and consists of five units:

- **Library research and fundamental writing skills.** Conducted by a librarian, this day-long seminar arms students for serious inquiry. Previously, English says, "There was a certain arrogance in the first-year plan that it wasn't needed."
- **Critical thinking and reading.** This unit was "desperately needed" by first year-students, and is also crucial for upper class students, she said.
- **Managing transitions.** Working with a VP, Donna Bourassa led this program, which focuses on practicalities such as balancing a checkbook, registering to vote, using the student health service and filing income tax returns.
- **Perceptions and perspectives.** Supporting diversity, the unit focuses on communications: verbal signals, active listening and body language.
- **Rhetoric and public speaking.** Bennington's VP of external affairs and a faculty member teach students how to make meaningful, effective presentations using rhetorical argument.

Extra Student Support Continues

Bennington faculty and staff continue to provide an amazingly high level of support throughout a student's years at the college.

An advising team for each student is the primary support. The team consists of a representative from the faculty, office for student life, academic dean's office, and psychological services, as well as a support person to coordinate the effort.

At mid-term, Bourassa's student services office contacts all the faculty to ask which students have problems and which students are excelling. Next, advising teams for each student meet to review any problems, such as absenteeism or sleeping in class, discussing each case individually.

A faculty advisor then meets with each student to discuss their progress and whether they need any special help. These meetings take place twice each term for a student's entire stay at the college. Although students are sometimes "a little nervous about being ganged up on," Bourassa said, the new program has so far been "enormously successful."

Another faculty-staff collaborative effort has been a monthly "deans and friends" discussion about what's going on at every part of the college: trends, complaints, success stories.

At one meeting, a security guard said, "I don't know what's going on around here. I walk through the houses about midnight, and first, it was *quiet*. (I was used to hearing acid rock.) Second, doors were open and students were actually *studying*. I've never seen anything like it. And the computer center is busiest at 3 a.m."

Team Shares Psychological Workload

Bennington's recent changes support its existing residence governance model. The residence halls, which are actually white clapboard houses, have house chairs that are not like RAs. The houses are self-governing, as students develop and monitor their own rules.

The house chairs meet with the advising teams, with each team working with four houses of 30 students each. They discuss what the students need in terms of support from both academic and student services. "We want to make sure the students don't fall between the cracks," Bourassa said.

At the same time, English noted, the team's shared responsibilities help both academic and student services staff to take better care of themselves, prevent burnout and "share the psychological workload of helping students."

The changes at Bennington College may seem drastic, compared to how most colleges and universities operate. But the 60-year experiment that is Bennington College appears to be working. The rebirth has invigorated the college, and there's a new sense of the possible. "People are happy, cooperative and committed to the life of the school," English reports.

And the bottom line? Applications for the Bennington College class of 2000 tripled over last year.

–DG

For details, contact Lydia English or Donna Bourassa, Bennington College, Bennington VT 05201; (802) 442-5401.

WOMEN
IN HIGHER EDUCATION

Editor and Publisher: Mary Dee Wenniger
Copy Editor: Barb Brady
Contributors: Melanie Conklin, Doris Green, Dianne Jenkins
Graphic Artist: Lisa H. Heaselden
Career Connections: Mary Zenke

Mission: *To enlighten, encourage, empower, and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.*

Women in Higher Education is published monthly twelve times a year by The Wenniger Company. Editorial offices and subscriptions: 1934 Monroe Street, Madison WI 53711-2027. Phone (608) 251-3232. Fax (608) 284-0601. Annual subscription rates: $79 US, $89 Canada (US funds), $99 elsewhere. Copyright 1996 by The Wenniger Company. All rights reserved. Photocopying is illegal and unethical. Write or call for discounted multiple subscription rates. Second class postage paid at Madison WI. **POSTMASTER:** Send changes to *Women In Higher Education*, 1934 Monroe Street, Madison WI 53711-2027.
ISSN: 1060-8303. *WIHE* Web Site: http://www.itis.com/wihe

BEST COPY AVAILABLE

NCAA Reports More Women Athletes

Whether due to enforcement of gender equity laws or cultural changes, the number of women athletes in the 903 NCAA member schools increased by 5,000 last year. Although women athletes increased 1.2%, they were still only 36.9% of the nearly 300,000 NCAA participants.

If the annual increase of 5,000 women athletes and decrease of 600 men continues, a 50-50 gender ratio will come by the year 2010. But if the annual 1.2% rate of increase for women continues, equity will come in just 10 years, by the year 2006.

In Division I, women athletes increased by 4.2% while men decreased by 2.4%. In Division II, there was little change. In Division III, women athletes increased by 6.9% while men increased by 3.0%.

Most of the advances for women came in crew, fencing and soccer, while men's sports declined in crew, gymnastics and water polo, according to the *NCAA News* of February 19, 1996.

Ex-Student Sues for $8.3 Million in Virginia Tech Athletes Rape Case

Outraged that a football player accused of rape escaped with the punishment of only a one-hour educational session, former Virginia Tech student Christy Brzonkala is suing the school, the athlete and a roommate whom she also accused of joining the assault.

The case was handled administratively on campus, with the athlete originally suspended for one year. After another athlete came forward as an alibi witness, and the accused rapist threatened to sue, he won reinstatement on the team, complete with scholarship.

The lawsuit also seeks to bar Virginia Tech from handling sexual assault complaints internally, because it is vulnerable to pressure from leaders who consider a case's effect on the school's image.

Eileen N. Wagner, Brzonkala's lawyer, says the $8.3 million figure is symbolic; it's the same amount Virginia Tech's Division I football team earned for competing in the Sugar Bowl in December.

Wagner says she is challenging the dominant culture of male athletics in higher education, and the money, power and prestige it commands at the expense of women.

Her federal lawsuit is the first civil case brought under the 1994 Violence Against Women Act, which considers a crime against women as a deprivation of civil rights, making it a federal case. She is also suing under Title IX, which bans bias in any school that accepts federal funds.

Brzonkala claims Virginia Tech subverted its own judicial process to put her at a disadvantage, mainly for the benefit of the football team and the school's image.

Attorney Wagner, who taught writing at Virginia Tech and other state colleges in a previous life, says there are only a few Virginia schools she has yet to sue since starting her firm in 1992.

Her 17 years of campus experience give her an inside edge in representing clients. "You can't understand what the politics of colleges and universities are unless you've lived it and been on the inside," she said.

The New York Times reported on February 11, 1996.

Campuses Reject Plan to Film Movie Showing Violence Toward Women

Some things just aren't for sale, and a campus' attitude toward women is one of them, officials at Duke University and the University of North Carolina at Chapel Hill recently emphasized.

Paramount Pictures had sought permission to film "Kiss the Girls," a film about two sadistic, sexually deviant killers who kidnap and sexually assault students from the two universities.

The $30 million production would bring in dollars, but it has already brought controversy. As a result, both schools refused permission to film.

At the University of North Carolina at Chapel Hill, spokesperson Clifton E. Metcalf said, "We have too much respect for women to associate ourselves with an activity, even fiction, that portrays such violent treatment of women."

Ellen Plummer, director of the Women's Center at Duke, reported callers expressed great concern that Duke appeared to be supporting a movie about the sexual exploitation of women, according to *The Atlanta Journal-Constitution* of February 10, 1996.

Columbia U's Failure to Investigate Harassment Costs $450,000 in Bias Suit

A federal jury ordered Columbia University to pay $450,000 to a former fundraiser who had often complained of sexual harassment by her boss and gotten nowhere in its system of committees.

Sharon Karibian said her supervisor threatened to cut her hours and that pay raises and promotions depended on her continuing a sexual relationship with him.

"The jury found that Columbia has a duty to investigate these complaints, and by its failure to do so, implicitly condoned the behavior," said her lawyer, Elizabeth L. Koob, in *The New York Times* on February 15, 1996.

New Dissection Angle Reveals Muscle That Eluded the Entire Medical Field

Millions of med students may have dissected cadavers in Anatomy 101, but it took two dentists to find an unknown major facial muscle last year.

It's about an inch and a half long, and connects the bony projection behind the eye socket to the lower jaw.

How did two dentists find it?

By slicing at new angles, they saw different views of the anatomical structures. "We dissect the same areas as others, but because of our unique approach, we observe something different," explained Gwendolyn F. Dunn, an orthodontist and volunteer dissector.

They carefully searched the medical literature for references to it for over a year, before doing what all good academicians do: They wrote a paper on it, reports *The Chronicle of Higher Education* on February 23, 1996.

Bias in Hiring New Business Dean Costs Cleveland State U $1.5 Million

She had almost double his years of experience and number of publications. And she was an insider with 28 years of experience at Cleveland State University OH but instead they hired a male applicant as dean of the college of business administration.

Despite a faculty search committee recommending both candidates, the provost considered hiring the male candidate a done deal, negotiating job terms with him even before the woman interviewed for the post.

So in October 1993, Elise G. Jancura, former head of the school's department of accounting and business law, sued CSU for sex bias. By the next July, she was pushed to retire.

A federal jury last month awarded her $1.5 million for sex discrimination by the university.

Jancura said the school has a history of rejecting women for top positions. "My hope is that this opens the doors of opportunity to women at the university," notes *The Chronicle of Higher Education* on March 8, 1996.

Vanderbilt U Prof Asks $1.5 Million For Retaliation for Helping Students

The facts are that Vanderbilt University TN recently refused to renew Sabine Cramer's contract to teach German and continue on its tenure track.

She also helped five students file a sexual harassment charge against Helmut Pfanner in 1993, resulting in his removal as chair of the German Department. The same Helmut Pfanner and two colleagues in the department made up the entire committee voting on Cramer's contract renewal.

Professor Cramer sees a tie between the two events, assumes retaliation, and is suing the school for $1.5 million. After the harassment case, the school had assured her that Pfanner would not be part of a tenure or promotion review of her work.

"I don't think I'll get my job back," Cramer is quoted as saying in the February 12, 1996 issue of *The Tennessean*, "but I want reinstatement so I can leave this institution on justified grounds, when I want to leave."

CUNY College Hires First Woman As Head Men's Basketball Coach

They said it would be done eventually, but Kerri McTiernan didn't think she'd be the one to sway the clear plastic shower curtain as the nation's first female head coach for a men's basketball team.

Naturally, the job came in a roundabout way. McTiernan had coached the women's team for two years at Kingsborough Community College NY, but the team folded before this season for lack of interest.

When the man chosen to coach the men's team declined the offer, AD Michael Aboussleman recalled her earlier laughing reference to being a candidate for the men's team coach. He offered it to her and she accepted. "I was unsure she knew what kind of pressure she would face," he explained. "But she's a tough kid, and I knew that she knew the game, and that was the key in my selecting her."

McTiernan had been a star player at her Staten Island high school and at Johns Hopkins University before coming to Kingsborough to lead its softball program in 1993.

For her part, she says cut the hype and just let her do her thing. "I'm not in this job because of what it means to other people, I'm doing it because it's what I want to do. I want to coach, get that banner on the wall, help these guys to have some good direction, play better ball," she said.

She wishes people would forget the sexual baggage and "...just look at me as a coach, any coach, and see whether I help my guys, win games, do things the right way." She was featured in *The Chronicle of Higher Education* on March 8, 1996.

STAYING TUNED...

Campuses Await Supreme Court Ruling on VMI vs. Women Case

Whatever the outcome, it's likely to be a sizzling summer when the U.S. Supreme Court decides whether the public Virginia Military Institute can legally bar women as cadets.

Some claim that if VMI is forced to admit women, the nation's 83 all-female colleges are at risk. Baloney, say the Clinton administration and others testifying before the court in January.

Some justices just don't believe VMI's unique character isn't conducive to women. Justice Ruth Bader Ginsburg said, "If women are to become leaders," men must get used to taking orders from them, which won't happen "unless we let women in," notes the *Chicago Tribune* on January 25, 1996.

Big Boys Win at NCAA Convention

The votes are counted, and one-school/one-vote went the way of the powdered wig at the NCAA convention decision on restructuring.

The biggest and richest schools gained power over their rules and finances, at the expense of smaller schools in less prestigious conferences. "They looked around the room, said 'I'm OK, you're OK, so let's vote each other in,'" reports a female eyewitness. The executive committee of 16 will now include 12 from Division I.

Skeptics include Christine Grant, director of women's athletics at the University of Iowa, who plans to lobby to get the vote reversed next year, notes the *NCAA News* of January 29, 1996.

Sorry, We Got it Wrong

Cheryl Keen, co-dean of the faculty at Antioch College OH, called to correct last month's article. While women campus leaders are *less* likely to marry, they are *more* prone to collaborate intensely. And if they do marry, they tend to choose husbands who are partners in work and life, rather than just cheerleaders. The Keens' book, *Common Fire: Lives of Commitment in a Complex World*, is due out in June from Beacon Press.

To Transform a Campus, Bring in Woman Leaders

Remember transactional leaders? Their carrot-and-stick management approach means issuing rewards and sometimes punishment to subordinates in exchange for compliance with set norms, policies and procedures.

But that approach can't solve today's problems, says Jacquelyn M. Belcher, president of DeKalb College GA.

Belcher was a keynoter at a conference sponsored by the National Community College Chair Academy in Phoenix this February.

Currently, difficult issues facing higher education "demand creative, transformational leadership and the development of innovative strategies to meet the challenges created by a changing society," she said. Women seem more ready to learn the skills than do their male colleagues.

Transformational leadership feels right to women because it's not asking anything that they haven't been doing.

"Speaking generally, women have had to keep more balls in the air and have learned to deal with many issues at one time," Belcher told *WIHE* later in an interview. "Complexity is not a barrier to women."

Women have other transferable skills, she explained. "Women have always been expected to mediate and create a sense of community and of family." Some stereotypical women's abilities, like intuition and empathy, which were once "used to look at women with askance" are now seen as positive behaviors for this type leader.

"Transformational leadership feels right to women," Belcher said, because "it's not asking anything that they haven't been doing."

These leaders, she said, are "social architects" who must develop a new vision and a set of blueprints for moving the institution toward that vision. They're not building a new structure, but rather renovating and rehabilitating an existing organization.

Much of it occurs through networks: technical, political and cultural alliances on campus.

Let Go of the Past

But in order to rebuild, some old networks, structures and processes must be destroyed. Belcher acknowledged that "the word *destroy* may not feel good to women." She calls this "a letting go of the past and looking toward the vision for the future, and asking what steps we must take to get there. It's not asking people to forget or condemn the past."

Belcher, who came from Minneapolis Community College last May, established the Agenda for the New Millennium as DeKalb's vision statement.

She believes it's easier for a outsider to be a transformational leader, because an insider might be blind to existing networks or unaware of their effects on the institution. "You must be conscious that you must reweave the networks," she said.

Coordinate Networks to Manage Transition

A transformational leader, according to Belcher, often works simultaneously with the three types of networks. A speech, for instance, might contain technical, political and cultural messages.

Once a transformational leader has a clear sense of mission and general direction, she can support all the networks through "playful opportunism," she says. A chance encounter can be used to reinforce an important value or to give a political message.

Some business practices, such as management by walking around, can help build and maintain networks on campus as well, since leaders must interact with faculty and others regularly.

To Improve Your Multi-Networking Capability

- Use the physical architecture and space as network tools. When designing and renovating new buildings or spaces — and when assigning locations and offices — consider traffic flows and how to increase the probability of meeting people.
- Periodically transfer people from membership in one network to another. Just as a multinational corporation uses movement of key executives to build and maintain its global networks, a college can benefit from the alliances that people develop as they work with colleagues in different units.
- Create new networks by forming temporary task forces, ad hoc committees and project teams. Often, Belcher said, "colleges tend to use the same people, who are used to seeing each other and being included. New people bring different values and ideas." Eventually, she added, the old 'in' group may not be as 'in' as previously.
- Introduce new management techniques designed to build new networks. For example, the role analysis technique involves people defining their job and what they need from others in their "role set." Then they negotiate with everyone in their role set and agree on changes to facilitate everyone's work. The process makes all linkages clear and strengthens the networks.

"A transformational leader," Belcher said, needs to identify others in the organization who are also transformational leaders and reward the behavior that moves the institution forward. The reward should be tailored to the individual. It might be attending a conference or workshop. Their efforts should be noted in their evaluations and acknowledged publicly, she said. "Look to promote these people as positions open up."

Belcher quoted former Chrysler CEO Lee Iacocca on whom to look to for support:

> *The kind of people I look for to fill top management spots are the eager beavers. These are the [ones] who try to do more than they're expected to. They're always reaching. And reaching out to the people they work with, trying to help them do their jobs better ... What makes these managers strong is that they know how to delegate and how to motivate. They know how to look for the pressure points and how to set priorities.*

In short, they're motivated, focused, disciplined and positive. They're like Jacquelyn Belcher.

-DG

For more, contact: Jacquelyn Belcher, DeKalb College,
3251 Panthersville Rd., Decatur GA 30034; (404) 244-2364.

Athletics Helps Women Learn Key to Success

Imagine being an 11-year-old whose life goal is to pitch for the New York Yankees. By throwing 500 pitches against the garage door every day, this pitcher develops a rising fastball and a curve that would break a table, and at age 11 is drafted number one for Little League.

"The finest day of my life" is the day they hand out uniforms, complete with hats that must be the correct size (no elastic or plastic strips), the pitcher says. But four words on page 14 of the rule book dash all hopes and dreams: "Girls are not allowed."

"That's why I'm in the business I'm in today," explained Donna Lopiano, executive director of the Women's Sports Foundation, a keynoter at the National Association of Women in Education conference in Chicago last month. Here are some of her observations.

Sports is Metaphor for Life

Sports is an enormously important experience for individuals, one of the most important for social development, contributing greatly to the success of women and men in later life.

It's not just a throw-away for fun, it's one of the most important keys to health and success.

- Adolescent girls in sports are more likely to have higher self-esteem and self-confidence, and lower chances of getting drugs, pregnant or bad grades.
- As little as four hours of exercise a week reduces chances of breast cancer by 40%, while lowering the risk of osteoporosis in older women.
- About 80% of women executives in the top Fortune 500 companies self-identified as tomboys who played sports as youngsters, as did 90% of women in PaineWebber's top 1% of stockbrokers.

"But women still get only half the chances to play sports that men get," Lopiano said, and it reflects on women's ability to play the games in business. "If we don't teach women the rules, they can't play the game."

An Early Lesson

Lopiano learned life's most important sports lesson in the third grade, when her team of girls lost every kickball game at lunch for three weeks.

Sobbing the truth to her mother, she decided, "Girls don't know how to pick teams."

To an approving audience, she recalled a drafting system based on other than ability: First pick was your best friend, then the girl you wanted to be your best friend, then the most popular girl in the draft pool. The fourth

7 Ways to Support Females in Sports

(Why 7? It's Mickey Mantle's number.)

1 **Carry on the battle for Title IX on your campus.** It's been the law for more than 20 years, yet 95% of schools still do not comply. Women coaches and administrators who speak up are being silenced; all who have spoken up in the last 8–10 years have been fired or pushed out of their jobs.

Because most women coaches have only 1–3 year contracts, only tenured faculty members can ask probing questions about Title IX without fear of retribution. Ask the school and athletic department leaders for data from the latest Title IX study.

"This is an exciting time to raise Title IX questions," Lopiano said. "The football coaches don't realize there is no way to go backwards. This is the first generation where daughters can be equal to their brothers in athletic opportunities."

She discussed a split population of male athletic administrators, roughly divided by those 45 and under who "get it" and those over 45 who just don't get it. "The whole strategy is staying in the game longer," she explained, noting that all women really need to do is wait until the dinosaurs retire or die.

2 **Take a young girl and boy to see women sports heroes.** The girls need to see them as role models, and the boys need to see them as heroes. When the boys become teenagers, their approval of a girl who does sports can greatly affect her staying in it. If girls and boys don't see girls competing, they don't think girls can compete.

3 **Make your next gift to a little girl a sports gift.** "Our gifts say more than the words we say," Lopiano observed. Noting that until just last year, Barbie's feet were permanently sculpted to wear high heels, she reported that girls drop out of sports at six times the rate of boys by the time they're 14. "It's because we haven't built up the sports encouragement side of the balance sheet for girls," she said. "We have to build the attitude early in life"

4 **Act to preserve feminine values in women's sports.** An early fear of feminists, that sports meant violence and dishonesty, so far has not come true. Sports by themselves are neutral, and the values attached to them come from the coaches and players, not the contest itself. Women who speak up for women's values on and off the field can preserve the spirit of the game. We can play the games our way.

5 **Bring along a little girl when you do healthy physical activities.** She'll see you as a role model, and learn to have fun while doing active things.

6 **Encourage, encourage, encourage girls when you see them engaging in sports.** Lopiano tells of keeping a box of softballs in her car, and when she passed a group of girls just hanging out, she tossed them a softball and invited them to play sports.

7 **Feel free to call the Women's Sports Foundation at** 1-800-227-3988 for information, as about 100,000 callers did last year. WSF, Eisenhower Park, East Meadow NY 11554 or e-mail wosport@aol.com

pick was the girl who would have been chosen last if you weren't concerned about her feelings, and the fifth pick was turned over to your best friend to choose.

"No wonder we never won!" she concluded.

In her 17 years as AD at the University of Texas, in charge of 50 employees, she learned the value of picking the best player available.

"It may seem subtle, but it's the most important lesson, and it never gets taught to girls," she said.

A corollary is that team members take care of each other, whether they're starters or benchwarmers, and create new roles for each other when their old roles no longer serve the team.

Women assuming new leadership roles often unknowingly break this rule by getting rid of deadwood, often the nice person who gets along with everybody but produces few visible results. If she fires him, she's a disloyal witch.

"We women haven't been taught to recognize the situation, that team members have to take care of each other," Lopiano says. Men solve the problem by trading the player to another team, finding another place for the person to go, rather than cutting them from the team, she says.

And what about those women who really aren't interested in playing, or are past drafting age to join teams? Is there any hope for them?

Even those who haven't "walked the walk" can "talk the talk" enough to be accepted as part of today's sports culture, Lopiano says.

"You need to practice the illusion of knowing sports, " she told the audience. "It's not hard."

She usually establishes instant communication with a male by asking, "Do you play any sports?" It's a common ground, and he's off and running.

Keeping up on spectator sports is just a matter of reading the sports page headlines, she says.

Sports pervades our culture, and women need to understand it in order to learn its lessons. Lopiano looks at golf as a walk on the grass, in which two to four people have agreed to stop running around and give others time and a chance to connect with them. Women shouldn't miss the opportunity to have the same connection.

"Sports is a very powerful gift we can give to this generation of girls," Lopiano said. "Changing our culture to support athletics for women as well as men will happen; it will happen one person at a time, one act at a time." (See sidebar on how educators can support young women in sports.)

"All those little acts can add up to changing the attitude of young girls toward athletics, giving them the gifts to succeed in later life."

Just Ask Donna Lopiano

"Is cheerleading a sport?"

If it doesn't look like a sport, with regular competitions and rules, it isn't a sport. That goes for cheerleading, line dancing, whatever else.

"What's your response to claims that sports promote lesbianism?"

It's another red herring thrown out to deter the public from accepting women in athletics. Earlier versions were the 1880s doctors who claimed women who rode bicycles would develop "bicycle face."

The current version is doctors who now say women athletes get more ACL (anterior cruciate ligament) injuries in their knees because they have an inadequate physical structure. They fail to realize that women are at different points in the physical development of their bodies than men.

The current claim that athletics creates lesbians is another way to deter women. It plays on society's homophobia that stalks the strongest women in our society, those who break artificial barriers to their performance.

"What are some strategies for lesbian coaches?"

The best strategy is education about homosexuality, for the teams, administrators and coaches. It's important to get an educational discussion on the table, in an educational setting. The Women's Sports Foundation has a packet on it.

"Any thoughts on salary equity for women and men?"

As long as women are precluded from coaching men's teams, it's hard to attain equity. Today 80% of all coaches are men, including 98% of the coaches of male teams and a little over half of coaches of female teams. (See Newswatch for a breakthrough.)

When Marianne Stanley, head women's basketball coach at the University of Southern California, in 1993 asked for the same base salary as the men's team coach, she was replaced. (Last year a district court judge dismissed her $8 million suit against USC and its AD. She is appealing.)

"How can we pressure the media to cover women's sports?"

The frontal attack, talking with sports editors, invites them to be defensive. The most effective way I've heard of occurred while I was a young athletic director at the University of Texas. Members of a sorority began attending women's basketball games, and decided to support the team by getting its scores printed in a local newspaper.

Their strategy was to telephone the newspaper after every game, and ask if they had the score. If the paper didn't know the score, the sorority members would sigh and hang up.

Within three weeks, the newspaper started carrying the women's basketball game scores.

Because 95% of sports journalists are male, and studies have shown that the sports section contains whatever the sports editor is interested in, the dinosaur generation of sports editors is still here.

"Are there still cultural biases against girls in sports?"

Yes, biases still exist, but they are being eroded. Our society is changing, and the media are helping change the meaning of words and images. A popular advertising campaign today is turning the pejorative comment *throws like a girl* into a positive, by showing popular female athletes who can really throw.

Originally the word *tomboy* meant a girl who wanted to be a boy. Now we have embraced the word, and it is a term of respect for a young girl. Our culture is changing.

Administrator Salaries Rise 4.2%; Women Make Gains

All things being equal, salaries of campus administrators increased 4.2% over last year, while inflation was 2.5%.

This is the fourth year salary increases have outpaced inflation. Last year the median administrative salary rose 4.4%, compared to 2.7% inflation.

But all things are never equal. Salaries for many jobs with few women continue to rise faster than those where women congregate.

Results from the annual College and University Personnel Association (CUPA) Survey reflect 1,384 schools and cover 171 job titles, from president to mail service manager, as of September 15, 1995.

Salaries of presidents and other executives rose 4.5%, while those of external affairs officials rose 3.8%.

Highest paid are deans of medical schools, with a median salary of $201,240; lowest paid are admissions counselors at $24,125.

In this case, those who have the most direct effect on the nature of the student body, and are most likely to be women, are paid the least. And those who virtually never see a student, and are virtually all men, are paid the most.

CUPA also reports median years of service, where women usually lag, which directly affects salary.

The good news is that women are beginning to infiltrate areas once off-limits to them, and salaries there continue to rise. Kirk D. Beyer, head of the CUPA committee overseeing the survey, notes that this year's biggest raises averaging 4.9% went to leaders in the non-academic areas of business affairs, computer services and the physical plant.

This group has consistently won higher salary increases because the business world also seeks its services, Beyer says. In comparison, median salaries in the academic and student services rose only 3.9%.

CUPA sent copies to members' human relations departments, or call CUPA at (202) 429-0311, ext. 395. Cost is $80 to member schools, $180 to survey participants and $300 to others

1995-1996 Administrative Salaries by Gender

	Doctoral		*Comprehensive*		*Baccalaureate*		*Two-Year*	
	Female	Male	Female	Male	Female	Male	Female	Male
CEO single unit	149,250	164,245	113,400	118,400	**117,500**	**113,163**	80,000	96,000
Asst to pres	66,075	79,375	49,500	62,935	36,667	56,313	37,700	59,204
Exec VP	-	143,312	88,155	90,500	59,766	82,000	61,199	82,000
Chief acad off	125,128	134,000	88,328	92,200	**80,000**	**76,915**	**72,921**	**71,202**
Asst chief acad off	93,375	97,148	70,000	75,000	55,502	57,715	56,835	66,732
Dir library serv	91,050	91,361	55,500	62,500	42,500	48,500	45,083	51,495
Dir instit res	61,200	65,997	47,250	54,890	42,142	50,400	47,720	51,101
Dir learn res ctr	53,154	58,425	37,607	47,233	32,904	36,500	44,110	51,360
Dir spon res	65,436	73,860	45,011	61,519	38,802	47,725	47,071	61,440
Dean arts & sci	**118,725**	**109,600**	75,000	81,115	**74,062**	**59,342**	58,533	59,960
Dean, business	122,365	127,312	79,725	86,616	49,327	57,512	**58,362**	**57,061**
Dean, communica	95,000	105,700	53,979	74,510	40,280	47,887	53,399	60,934
Dean, cont ed	88,624	92,024	63,435	76,000	46,555	53,446	57,190	60,782
Dean, educ	101,004	106,140	73,415	77,800	48,000	54,208	48,523	54,214
Dean, hlth rel	98,000	103,500	79,907	81,150	**58,750**	**46,200**	56,345	62,959
Dean, humanities	94,438	109,681	**71,404**	**64,275**	**51,616**	**46,500**	56,547	57,700
Dean, sciences	**122,100**	**117,000**	67,000	75,680	-	53,579	59,452	60,180
Dean, soc sci	-	113,185	60,823	72,499	**53,664**	**48,865**	55,269	59,406
Dir, contin ed	58,900	75,938	43,668	55,920	37,958	50,118	48,638	49,136
Chief bus off	**122,100**	**116,291**	73,500	88,510	65,625	78,175	59,750	70,300
Chief admin off	**110,396**	**107,600**	**89,015**	**83,276**	**77,428**	**70,000**	56,890	65,975
Chief fin off	86,173	95,153	62,527	79,560	**61,237**	**61,130**	51,870	62,650
Gen counsel	87,300	98,486	**75,005**	**74,400**	-	75,000	**73,413**	**61,002**
Chief pers/HR	74,070	76,620	49,350	55,384	42,215	53,100	45,000	60,311
Assoc dir pers/HR	51,147	61,850	42,927	43,500	36,193	37,388	**44,043**	**41,948**
Mgr benefits	45,060	52,235	32,027	40,507	29,450	-	34,718	39,250
Dir AA/EEO	63,000	65,103	48,828	56,515	49,842	63,334	**49,604**	**48,231**
Comptroller	72,317	82,658	50,000	59,571	43,000	54,047	45,650	52,085
Mgr payroll	42,850	47,854	31,502	37,212	25,875	36,000	31,400	39,680
Dir purchasing	55,182	60,000	38,165	45,582	32,445	39,051	35,571	43,000
Assoc dir purch	43,747	46,187	31,525	38,073	30,083	33,423	28,000	40,652
Dir bookstore	45,710	55,943	32,342	41,200	26,495	33,920	29,653	38,222
Chief devel off	96,000	112,000	70,000	80,000	68,852	74,098	51,041	57,789
Dir annual giving	45,475	54,850	37,777	38,000	35,087	39,232	**41,309**	**30,210**
Chief PR off	74,403	86,699	46,350	52,380	37,856	49,535	40,300	43,956
Dir alumni affs	47,140	70,829	37,088	46,500	43,000	45,750	37,229	38,141
Dir comm serv	**50,119**	**49,019**	31,952	42,293	31,812	39,106	44,678	54,566
Dir publications	50,223	51,500	37,776	38,000	32,845	36,983	38,014	43,992
Dir info office	56,100	62,326	38,383	41,900	33,500	35,000	**37,561**	**36,704**
Chief student affs	98,763	104,261	71,691	77,500	**61,383**	**61,000**	**64,180**	**63,795**
Dean of students	70,000	71,300	50,648	55,000	**46,113**	**42,700**	56,131	57,000
Chief admiss off	61,261	72,619	49,957	55,484	47,300	52,835	41,704	47,876
Assoc dir admiss	46,207	47,048	34,680	39,638	29,500	35,175	28,979	41,000
Admiss counselor	28,000	28,420	24,557	25,952	22,000	23,147	27,645	29,355
Registrar	61,580	66,954	45,295	53,105	36,275	43,850	36,600	51,273
Assoc registrar	43,000	48,880	33,000	40,035	29,250	31,500	28,728	41,707
Dir student fin aid	58,260	63,900	44,083	50,000	36,750	43,965	39,187	44,736
Dir student hous	55,008	62,500	39,254	42,192	31,993	34,000	**33,405**	**30,591**
Dir student union	53,907	55,700	**44,380**	**44,000**	**39,149**	**30,400**	-	-
Dir student activ	41,541	47,418	32,300	35,500	26,950	28,879	33,800	40,243
Dir career dev/pl	53,360	57,041	37,716	45,120	33,851	39,025	35,160	44,498
Dir athletics	68,690	101,169	52,000	60,112	40,950	48,620	**48,352**	**46,963**
Dir campus rec	42,506	52,642	30,516	36,699	40,950	48,620	29,799	31,000
Dir conferences	45,824	56,230	34,460	42,068	33,081	39,760	32,366	37,574

Figures from College and University Personnel Association

NORTH CAROLINA
SCHOOL OF THE ARTS

WINSTON-SALEM,
NORTH CAROLINA

VICE CHANCELLOR FOR STUDENT AFFAIRS

New senior administrative position reporting to Chancellor. Supervises 30-member staff. Oversees budget, planning and evaluation, programs in Counseling, Judicial Affairs, Residence Life, Student Activities, Student Health Services, and Disabled Student Services. Liaison with students, parents, campus community, the University of North Carolina. Provides leadership in establishing the mission, policies, and procedures for the Division of Student Affairs. Advocates for students and staff at the senior administrative level.

Qualifications: Master's degree in appropriate field or equivalent professional experience required. Ph.D. desired. Supervisory experience in Student Affairs. Effective communication and management skills. Interest in working with diverse artistic community. Candidates with professional experience at the secondary level and/or arts conservatory given priority. Credentials will be verified as required by state law.

Salary: Commensurate with experience and training.

Application: Send letter of application, vita, and references to:

Search Committee,
Vice Chancellor for
Student Affairs
Claudia Davis North Carolina
School of the Arts
P.O. Box 12189
Winston-Salem, NC 27117-2189

Review of applications begins April 8.

Appointment Date: July 1, 1996.

North Carolina School of the Arts is dedicated to the professional training, education, and development of talented students in music, drama, dance, filmmaking, design and production, and visual arts. The student population of 1000, ranging in age from 11 to 60, comes from many states and foreign countries. NCSA, a constituent institution of the University of North Carolina, is in the midst of a major campus and facilities expansion.

NCSA Is An EEO/AA Employer And Complies With ADA.

Reach more than 12,000 readers here each month for as little as $230, and millions more on our World Wide Web site, http://www.itis.com.wihe
Ⓦ indicates the full text of this announcement is available on the Web site. Call Mary Zenke (608) 251-3232 for details. The May issue closes April 19, 1996.

PRESIDENT

OXNARD COLLEGE

The Governing Board of the Ventura County Community College District seeks a progressive President to provide effective/leadership for Oxnard College. Masters degree from an accredited institution; Postsecondary institution teaching or student service experience; recent experience and demonstrated results of successful leadership in an accredited, culturally diverse community college or college district. Salary is commensurate with experience.

Filing deadline: April 12, 1996, 4:30 p.m.

Application information may be obtained from
Ventura County Community College District,
Human Resources Department,
71 Day Road, Ventura, CA 93003
(805) 654-6424 FAX (805) 648-8939 Internet Address: wolson@vcccd.cc.ca.us

---

RESUMES ONLY WILL NOT BE ACCEPTED.

"The Ventura County Community College District is an affirmative action, equal opportunity employer and actively seeks the candidacy of ethnic minorities, women, persons with a disability and Vietnam-era veterans."

Vice President for Graduate Studies and Research Dean

UNIVERSITY
OF
NOTRE
DAME

The University of Notre Dame invites applications and nominations for the position of vice president for graduate studies and research/dean of the Graduate School. The University seeks an outstanding teacher and scholar with significant experience in administration to provide academic leadership at the graduate level. Since the next decade will be a period of accelerated growth at Notre Dame for many academic units, this appointment requires a person of strong leadership and vision with demonstrated ability to secure sponsored programs.

Candidates must meet the requirements for appointment to the faculty as a full professor with tenure and must have exhibited the energy, skill, and creativity needed to advance our graduate and research programs. The new vice president will be expected to lead the effort to expand the funding basis of Notre Dame's research and graduate education activities.

Reporting to the provost, the vice president is responsible for the supervision of the Graduate School and of research activities, including all sponsored programs. The vice president's office serves as the major resource center for all of the University's research and graduate education programs.

Notre Dame is a Catholic university with a total enrollment of approximately 10,000, including some 2,500 post-baccalaureate students. There are Ph.D. programs in 22 departments, ranging over major disciplines in science, engineering, the humanities and the social sciences.

Review of applications will begin March 1, 1996, and continue until the position is filled. Nominations and applications should be sent to

Professor Timothy O'Meara
Provost and Chair of the
Vice President Search Committee
202 Main Building
University of Notre Dame
Notre Dame, Indiana 46556

The University of Notre Dame is an affirmative action, equal opportunity employer. We particularly invite women and minority applicants.

SJSU SAN JOSE STATE UNIVERSITY

SAN JOSE STATE UNIVERSITY
CHIEF INFORMATION OFFICER

San Jose State University, Silicon Valley's Metropolitan University, invites nominations and applications for the position of Chief Information Officer.

The first public institution of higher education on the West Coast (founded in 1857), San Jose State University is a comprehensive university serving a diverse student body of 27,000 graduate and undergraduate students.

The Chief Information Officer reports to the President and is responsible for the leadership, management, vision, strategic planning and implementation of an integrated information resources and technology organization. Areas of responsibility include: computing operations and support; ongoing production services associated with administrative applications and operating systems; network hardware and software; student computing facilities; faculty and staff training and support services; campus-wide information systems; and the delivery of telecommunication services. The individual works collaboratively with academic units to stimulate creativity in the application of instructional technologies to college curricula and with administrative officers to provide a supportive technological infrastructure for the operations of the University. The CIO must be able to build partnerships with companies in and beyond the Silicon Valley, and is expected to seek external funding to enhance computing resources. The CIO also represents the University at appropriate national, state, and CSU systemwide forums on information resources management-related issues.

Qualifications

Required

- Recent, substantial experience in developing and directing a complex information systems organization
- Current knowledge of computing and telecommunication systems and applications
- Five or more years of senior management level responsibility
- A graduate degree
- Excellent interpersonal, communication and leadership skills
- The ability to work effectively in a diverse, multi-cultural environment.

Desired

- A vision of the growing role of information technology in higher education
- Broad technical knowledge responsible management experience in a university setting

Salary

Commensurate with the background and experience of the individual selected. This full-time 12-month administrative position is part of the California State University Management Personnel Plan, which includes an excellent benefits program. All rights associated with this appointment are governed by the Management Personnel Plan adopted by the CSU Board of Trustees.

Applications, Nominations and Inquiries:

Applications should include a narrative letter indicating how the individual's training and experience relate specifically to the listed job qualifications; a complete curriculum vitae; and the names, addresses and telephone numbers of three professional references to:

Chief Information Officer Selection Committee
c/o Donald E. Kirk, Chair
Office of the President
San Jose State University
One Washington Square
San Jose, CA 95192-0002

The preferred starting date is as soon after July 1, 1996 as possible. Screening of applications and nominations will begin April 26, 1996 and will continue until the position is filled.

The University is an Equal Opportunity, Affirmative Action, Title IX, Sections 503 and 504 employer and encourages applications from women, minorities and persons with disabilities.

The University of KANSAS

PROVOST

The University of Kansas seeks candidates for the newly created position of Provost of the University's main campus in Lawrence. The Provost will be the chief operating and chief academic officer reporting directly to the Chancellor.

Required qualifications include earned doctorate or appropriate terminal degree; ability to provide academic and administrative leadership; experience in fiscal and personnel management at the senior level of a complex organization; ability to initiate and manage change; strong interpersonal and communication skills, including public speaking ability; commitment to excellence in teaching, research and service; commitment to enhance the quality of student life and learning, and commitment to equal opportunity.

The position becomes available July 1, 1996. Starting date negotiable. Applications must include a complete resume, a statement of management philosophy, and the names, positions and phone numbers of at least three, but not more than five, references familiar with the ability and background of the applicant. Review of applications will begin April 15, 1996, and will continue until the position is filled.

Send inquiries, nominations, and applications to:

The University of Kansas
Jeff Weinberg
Provost Search Committee
230 Strong Hall
Lawrence KS 66045

(e-mail inquiries: jbw@co.wpo.ukans.edu)

An EO/AA employer

CHAFFEY COMMUNITY COLLEGE DISTRICT
Rancho Cucamonga, California

Invites applications for

Dean, Educational Services
Physical, Life, and Health Sciences

Starting date: June 10, 1996

Dean, Educational Services
Social and Behavioral Sciences

Starting date: July 8, 1996

The Deans are responsible to the Executive Vice President for leadership, direction, general supervision, and evaluation of the programs of the assigned educational unit. The Deans are the primary operational line authority manager responsible for the effective operation of the educational unit and is accountable for its administration.

Minimum qualifications for both positions: Possession of a master's degree from an accredited college or university and responsible administration assignment or any equivalent combination of training and experience.

To obtain the required application forms and brochure describing the position, please call (909) 941-2158. Application deadline is April 16, 1996, at 4:00 p.m.

AA/EOE/ADA Employer

BEST COPY AVAILABLE

ASSOCIATE PROVOST FOR STUDENT SERVICES/ DEAN OF STUDENTS

The University of Wisconsin-Green Bay

seeks applications and nominations for the position of Associate Provost for Student Services/Dean of Students. This position reports to the Provost, is a member of the Provost's staff advising on matters related to students and student services and is responsible for policy, budget, personnel, programs and planning within the student services division. Units reporting to this position are: Dean of Students Office, Student Life, Residence Life, Student Health Services, Counseling and Student Development and Career Counseling and Placement. Enrollment Services areas (Registrar, Admissions, Financial Aid, Academic Advising, Educational Support, Multicultural Services and the American Intercultural Center) report to the Assistant Vice Chancellor for Enrollment Services, who reports to the Associate Provost. The Dean of Students serves as Investigating/Discipline Officer on student conduct, is liaison to the Student Government Association and also has responsibility for alcohol and drug education/awareness programs and for student orientation.

The Student Services Division is committed to a philosophy that students are responsible for their lives and are capable of making appropriate decisions using personal resources in concert with a variety of academic and student services. It places emphasis on the total student experience, integrating each student's personal and academic growth while recognizing the diversity of individual students' backgrounds and experience.

The University of Wisconsin-Green Bay is a comprehensive regional university, widely recognized for its innovative interdisciplinary curriculum. The University enrolls more than 5,000 students in approximately 40 programs of study and awards degrees at the associate's, bachelor's and master's levels. Founded in 1965, UW-Green Bay offers modern and well-equipped learning resources that include its computer center, art and music studios, laboratories, the Weidner Center for the Performing Arts, and a library rated among the finest in the state.

Master's Degree required, earned doctorate preferred. Must have demonstrated experience in management of programs, personnel and budget. Must have a record of progressively responsible administrative experience addressing the broad range of functions traditionally found within the student services area in a university setting. Must have excellent oral, written and interpersonal skills and qualities of leadership and enthusiasm for working in an innovative, interdisciplinary academic setting.

Starting date is 1 July 1996 and salary is based on education and experience.

Applicants should submit a letter of interest, vita and the names, addresses and phone numbers of three persons who can serve as reference. Applications should be sent to:

Chair of the Search and Screen Committee, Provost's Office,
CL805, University of Wisconsin-Green Bay, 2420 Nicolet Drive,
Green Bay, WI 54311-7001
Telephone: 414/465-2334

Applications must be received by 12 April 1996.

Unless confidentiality is requested in writing, information regarding the applicants must be released upon request. Finalists cannot be guaranteed confidentiality. UWGB is an AA/EO employer.

YOUR JOB ANNOUNCEMENT HERE
reaches and demonstrates support for 12,000 women in higher education,
including
administrators
academic leaders
and faculty

This is the *only* monthly publication dedicated to serving women who work on campus.

- Cost for an ad larger than this is just $230.
- Deadline for the May issue is April 19.
- Free typesetting and design included.

To receive a rate sheet or place your announcement, please call Mary Zenke at (608) 251-3232.

CENTRAL WASHINGTON UNIVERSITY

CWU is a comprehensive state university that serves 8,500 students in on- and off-campus programs. Bachelor's and master's degrees are offered through the College of Arts & Humanities, College of Education and professional Studies, College of the Sciences, and School of Business & Economics. Nominations and applications are invited for the positions of:

ASSOCIATE VP FOR ACADEMIC AFFAIRS

Minimum Qualifications:

1. University teaching experience.
2. Academic administrative experience at the chair level or above.
3. Possession of a terminal degree.
4. Qualifications for a tenured appointment and senior rank in an academic department.

Major Functions

Serves as the senior member of the provost and academic vice-president's staff regarding academic matters. Provides advice and counsel to the provost and academic vice president. Assists and supports deans and chairs in their duties and responsibilities; has supervising responsibility for budget, staffing and review of curriculum issues as brought to the Provost's Office by the colleges, schools, departments and other academic units. Maintains, monitors, and coordinates academic policy development through the Faculty Senate and Deans' Council; chairs the Deans' Council; coordinates and provides leadership in specific areas as defined by the Provost.

Initial screening of applications will begin April 22, 1996. Applications received subsequently will be considered only if the applicant pool is insufficient. Interested persons should request a position description by calling (509) 963-1600; e-mail PSEARCH@CWU.EDU.

DEAN OF ARTS AND HUMANITIES

The Dean is the chief academic, administrative, and fiscal officer of the college and reports to the provost/vice president for academic affairs. Departments within the college include art, communication, English, foreign languages, history, music, philosophy, theatre arts and the Douglas Honors College.

The dean provides leadership for the college in curriculum, personnel, and budget matters, as well as being responsible for reviewing degree emphasis on implementation of the mission and goals of the college and university. The dean maintains good working relationships with the other schools and colleges, the Center for the Preparation of School Personnel, Office of the Provost, library and academic support services.

Candidates must show evidence of significant successful teaching experience at the university level, a terminal degree from an accredited university in a discipline normally considered part of a college of arts and humanities, and experience working in university administration at or above the department chair/program level.

In addition, preference will be given to applicants who provide evidence of excellence as teacher-scholars, experience in promoting educational innovations, successful organizing of faculty development programs, leadership experience in collaborative governance, experience with strategic planning, and a student-centered orientation toward professional responsibilities.

The successful candidate will have a clearly stated vision of the role for a college of arts and humanities within a regional comprehensive university, a commitment to affirmative action, appreciation of cultural pluralism, and the ability to communicate with diverse groups of faculty, students, university administrators and staff.

The closing date for applications is April 22, 1996. Applications received subsequently will be considered only if the applicant pool is insufficient. Interested persons should request a position description by calling (509) 963-1500; e-mail DHSEARCH@CWU.EDU.

Application Procedure:

Candidates must submit a letter of application; a current vita; and the names, titles, addresses, and telephone numbers of five references to **Associate Vice President for Academic Affairs Search Committee, or Dean of Arts & Humanities Search Committee Central Washington University, 400 E. 8th Avenue, Ellensburg, WA 98926-7503.** The positions are available September 1, 1996.

CWU homepage: http:WWW.CWU_univ.html.

Persons of disability may request accommodation during the application and/or interview process through the Affirmative Action Office: Voice (509) 963-2205; TDD (509) 963-2207.

CWU is an AA/EEO/Title IX Institution.

BEST COPY AVAILABLE

DEAN, SCHOOL OF HOTEL & RESTAURANT MANAGEMENT
## CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

The School of Hotel & Restaurant Management, Cal Poly Pomona, the largest and the oldest hospitality management program in California and consistently ranked among the leading programs in the nation, seeks applicants for the Dean's position. The Dean will report to the Vice President, Academic Affairs and serves as a member of the Academic Deans' Council.

A strong preference will be given to applicants who have an earned doctorate degree, possess a record of research and publication, and have at least three years of demonstrated success as an administrator at the department chair level or higher within the higher education environment. Preference will be given to those candidates who also have demonstrated success within the corporate sector.

All candidates should have a strong commitment to academic excellence, an effective record of fund-raising experience, and skill in managing sponsored research programs. In addition, candidates must be highly effective in working at all levels of an organization, sensitive to working with diverse constituencies and skilled in volunteer management.

Cal Poly Pomona is located just 30 miles east of downtown Los Angeles in a strong rural and educational environment. The School of Hotel & Restaurant Management has developed strong relationships with many hospitality companies. We are seeking a Dean who will not only continue this tradition of partnership with the hospitality industry but expand it to new heights.

We seek an individual who is a strong leader, a team builder, a motivator who will be influential among students, faculty, the campus community, our 1600 alumni and the global hospitality industry.

Salary package is competitive. Excellent benefits.

To apply, submit your letter of interest to:

Search Committee Dean, School of Hotel & Restaurant Management
c/o Dr. Edward C. Hohmann, Office of Vice President, Academic Affairs
California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, California 91768

Requests can also be made through EMail: SJCardona@CSUPomona.edu;
FAX 909-869-5255 or Phone 909-869-3409, Sue Cardona.

The University seeks to fill this position by July 1, 1996 but is willing to negotiate a later date as appropriate.

Dean of the College of Business Administration

UNIVERSITY OF NOTRE DAME

The University of Notre Dame invites applications and nominations for the position of dean of the College of Business Administration.

The University seeks a leader who can further its considerable aspirations in business education and research. The college anticipates growth in faculty and programs, particularly at the graduate level. The dean provides intellectual leadership and programmatic direction in these efforts.

Candidates must meet the requirements for appointment to the faculty as a full professor with tenure. The appointment begins July 1, 1997.

The college, which was established in 1921, has 1,500 undergraduate students, 250 full-time M.B.A. students plus 80 Executive M.B.A. students, and a faculty of 77, with 11 endowed chairs. There are four departments within the college, several research centers and an active executive education program. The college moved into a new state-of-the-art facility in the fall of 1995.

Notre Dame is a Catholic university with a total enrollment of approximately 10,000, including some 2,500 postbaccalaureate students. There are Ph.D. programs in 22 departments, ranging over major disciplines in science, engineering, the humanities and the social sciences.

Review of applications will begin May 1, 1996, and continue until the position is filled. Nominations and applications should be sent to

Dr. Nathan Hatch
Vice President for Graduate Studies
and Provost-Elect Chair
CBA Search Committee
312 Main Building
University of Notre Dame
Notre Dame, Indiana 46556

The University of Notre Dame is an affirmative action, equal opportunity employer. We particularly invite women and minority applicants.

MESSIAH COLLEGE

Grantham, Pennsylvania

ACADEMIC DEAN

The Academic Dean provides leadership and support for the faculty and all curricular programs. As chief academic officer the Academic Dean must be committed to developing good teaching and encouraging scholarly and creative activity, fostering a collegial and collaborative form of faculty governance, connecting curricular and co-curricular educational programs, and enhancing the Christian identity of the College. The Academic Dean reports to the Provost and serves on the President's Cabinet.

Applicants should have an earned doctorate and relevant administrative experience in higher education, and be able to contribute to multicultural, ethnic diversity and/or gender understanding on the campus.

Messiah College is a Christian college of the liberal and applied arts and sciences enrolling over 2400 undergraduate students. The College is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian Church. Our mission is to educate women and men toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society. Messiah College is a teaching institution which emphasizes instruction but values research and public service.

Nominations and applications should be submitted as soon as possible. Review of candidates will begin in early April. Starting date for the position is expected to be July 1, 1996.

Applicants should provide a letter summarizing their interest in the College and their qualifications for the Academic Dean position, a comprehensive curriculum vitae, a brief statement of educational philosophy, a brief personal statement of faith, and a least three letters of reference.

Please address all inquires, applications, and nominations to:

Ms Nancy Florey
Director of Personnel
Messiah College
Grantham, PA 17027

(717) 766-2511, ext. 3320
Internet: nflorey@mcis.
messiah.edu

DEAN OF THE COLLEGE OF BUSINESS & PUBLIC ADMINISTRATION

GOVERNORS STATE UNIVERSITY

seeks an innovative, flexible, creative individual to serve as Dean of the College of Business and Public Administration. This person must possess entrepreneurial and academic foresight, as well as the vision and leadership to fulfill the mission of the College in teaching, research and service. In addition, the Dean guides the College's efforts in academic program and curriculum development, faculty and staff development and external fund raising.

Governors State University is one of the fastest growing universities in Illinois and is a leader in serving nontraditional students, in developing distance learning capabilities, and in tailoring curricula and instructional methods to meet the educational needs of a changing world for lifelong learners.

QUALIFICATIONS

- An earned doctorate in an academic field related to the disciplines within the college.
- Experience as a tenured faculty member in higher education with proven excellence in teaching as well as evidence of and commitment to scholarship.
- Evidence of a management style which fosters good communication and motivates faculty and staff participation in planning and decision-making.
- A record of attracting, developing and retaining superior staff.
- Ability to nurture mutually beneficial relationships between the College and the Business Community.
- Minimum of three years' administrative experience in higher education, industry or government.
- A commitment to diversity and multi-cultural education.

APPLICATION AND NOMINATION PROCEDURE

The position is available July 1, 1996 and open until filled. Review of applications will begin April 12, 1996. Salary is competitive. Applicants should send a letter of interest addressing qualifications and a current vita. Applications and nominations should be forwarded to:

Chairperson, Search Committee for Dean
of the College of Business & Public Administration
Governors State University
University Park, IL 60466

Governors State University, an affirmative action, equal opportunity employer, is committed to achieving excellence through diversity. The University encourages applications from women, persons with disabilities and ethnic/racial minorities.

Dean

College Of Business Administration

The University of Detroit Mercy seeks a visionary and dynamic Dean to lead its College of Business Administration into the next century. As the nation's transportation manufacturing center, Detroit has a thriving business community, and is emerging as one of the nation's major high technology centers. Many of our area businesses have adapted to changing times by restructuring and reengineering their business processes, while at the same time responding to the challenges of urban revitalization. The University of Detroit Mercy and its College of Business Administration play a major role in the life of the community, and seek an even larger role.

Founded in 1916, the College of Business Administration has been AACSB accredited since 1949 and was most recently reaccredited in 1995. Its 1,200 students are enrolled in BSBA degree programs in accounting and business administration, a BS program in computer and information systems, an MBA program, and an MS program in CIS.

The ideal Dean of the College will:

- have an earned doctorate and solid scholarly achievement in business or a business-related discipline;
- have a record of demonstrated success in working effectively with faculty colleagues, students and staff in a multicultural campus and community environment;
- enjoy working collaboratively with the College's faculty, with the deans of the University's other seven colleges and Weekend College, and with the University President and vice presidents;
- have demonstrated leadership skills as a creative planner and as one who can engage the enthusiasm of others in carrying out the College's plans;
- have demonstrated strength in helping attract the resources needed by the College, and excellent stewardship skills in using resources wisely;
- be recognized as an articulate spokesperson for the mission of the University and the College, as a visible leader in the Detroit metropolitan community, and as a moral leader within the College, business and civic communities;
- establish strong and productive partnerships with business organizations that directly benefit learning and research in both the College and its partner organizations;
- succeed in strengthening the College's reputation as a quality leader in business education.

The salary will be competitive. The Search Committee will begin reviewing nominations and applications on April 1, 1996, and will continue until the dean has been appointed. Prospective candidates are asked to send:

- a letter of interest describing how their experiences and accomplishments provide a good match with the criteria listed above;
- a resume or curriculum vitae;
- the names, addresses (including E-mail if possible) and telephone numbers of three or more professional references.

Please send nominations or application materials to:

Mr. John Thomson
Office of Academic Affairs
University of Detroit Mercy
P.O. Box 19900
Detroit, MI 48219-0900

The University of Detroit Mercy is an affirmative action, equal opportunity employer that actively encourages applications or nominations of, and expressions of interest from, women and persons of color.

DEAN AND DIRECTOR

COOPERATIVE EXTENSION

UNIVERSITY OF WISCONSIN-EXTENSION

The University of Wisconsin-Extension (UWEX) is one of fifteen institutions in the University of Wisconsin System. Cooperative Extension is one of three UWEX divisions, each headed by a Dean or Director who reports to the UWEX Chancellor. Cooperative Extension is headquartered in Madison WI and provides leadership for a statewide educational program. With a $52 million budget from state, federal and county funding, WI Cooperative Extension annually reaches more than one million WI citizens. The program is carried out by 485 FTE faculty and academic staff and is affiliated with 7 other UW institutions and 72 county Extension offices.

Responsibilities include: (1) administrative/management structure of Cooperative Extension, (2) program planning, development and coordination with Cooperative Extension, UW, other University of Wisconsin institutions and county governments, (3) divisional budget; (4) personnel and fiscal policies- and (5) administrative relationships with Cooperative Extension leadership across the nation, governmental units and agencies at all levels, state and national higher education organizations and local state and federal support and advisory groups. Position description available.

Qualifications include: (1) academic and professional accomplishments sufficient to command respect of the academic community and to provide educational leadership for Cooperative Extension in WI and nationally; significant experience as a college/university faculty member is preferred; (2) significant successful and progressively responsible administrative experience, preferably in higher education; (3) outstanding communication ability with a broad and diverse constituency; (4) appreciation of the role of Cooperative Extension in meeting educational needs of traditional and nontraditional audiences; (5) understanding of and commitment to role of Extension in higher education; and (6) commitment to recognizing concerns and priorities of Extension partnerships at federal, state and county levels.

Salary will be commensurate with experience and qualifications. The appointment can begin as early as September 1, 1996. Nominations must be received by March 31,1996 and complete application must be received by April 30,1996. Applications must include a letter of application, a curriculum vitae and names, addresses, telephone numbers and e-mail addresses (if available) of five references who may be reached during the month of May.

Please address correspondence to:

Professor Alan Anderson, Chair Search and Screen Committee
617 Extension Building
432 North Lake St.
Madison, Wisconsin 53706
telephone 608-263-1945. e-mail may be addressed to
turner@admin.uwex.edu or gruberhagen@admin.uwex.edu.

University of Wisconsin Extension is an equal opportunity, affirmative action educational institution. Nominations of and applications from women and minority group members are encouraged. Under WI statutes, if requested, UWEX is required to provide a list of all nominees and applicants who have not requested in writing that their identities remain confidential. The identities of all finalists must be released upon request.

BEST COPY AVAILABLE

University of Nebraska Lincoln
ASSISTANT TO THE CHANCELLOR AND DIRECTOR OF AFFIRMATIVE ACTION AND DIVERSITY

The University of Nebraska-Lincoln invites nominations and applications for the position of Assistant to the Chancellor and Director of Affirmative Action and Diversity. The incumbent will be a senior administrator reporting to the Chancellor and will serve as one of the Chancellor's chief advisors. The position is responsible for the supervision and coordination of diversity activities and the Office of Affirmative Action. Duties also include planning and implementing programs for statewide involvement, coordinating the Board of Visitors for Multicultural Affairs and providing university leadership in advocating diversity and affirmative action.

Specific duties are as follows: (1) works with the Chancellor, Vice Chancellors, academic deans, directors and department administrators to increase the successful participation of under-represented faculty, staff and students in all aspects of university life; (2) helps to ensure a positive, supportive environment for racial and ethnic minorities, women, individuals with disabilities, and other protected categories of faculty, staff and students; (3) provides leadership for academic and curricular changes that encourage diversity; (4) oversees, monitors and has authority, in conjunction with the appropriate Vice Chancellor, to cause change to the university's efforts to enroll and retain a diverse student body and the recruitment and retention of under-represented faculty and staff as defined in the university's affirmative action policies; (5) provides leadership in outreach programs that foster the acceptance of diversity through enrollment, employment and procurement opportunities at the university; (6) works with community leaders to develop a supportive environment for the disabled, minority and women faculty, staff and students in both the university and Nebraska communities; and (7) prepares an annual report to the Chancellor that will include an evaluation of the progress that UNL has made toward its goal of becoming a more pluralistic community that provides a supportive environment for its members.

The successful candidate should have a record of outstanding leadership in an educational setting, received an appropriate graduate degree, and had experience in working with both higher education and public constituencies. It is preferred that the candidate be eligible for a faculty appointment, but this is not mandatory. The successful candidate must have extensive experience with affirmative action law, practice and administration.

A letter of nomination or application with resume, and the names and addresses of five references should be forwarded to:

Search Committee Chair
Assistant to the Chancellor and Director of Affirmative Action and Diversity
University of Nebraska-Lincoln
201 Canfield Administration
Lincoln, NE 68588-0419
Telephone-VOICE/TDD: (402) 472-2116 FAX: (402) 472-5110

Review of applications will begin on May 1, 1996 and continue until a satisfactory candidate is found. The University of Nebraska-Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act; contact Renee Hagerman at the above number for assistance.

As the largest educational institution in the state, UNL has since its founding in 1869 been a distinguished land-grant institution. A member of the American Association of Universities, UNL also is a Carnegie I Research University and a member of the National Association of State Universities and Land Grant Colleges. There are nine undergraduate colleges and a law college as well as a graduate division granting degrees at the baccalaureate, master's and doctoral levels. Approximately 24,000 students matriculate annually. There are 32 doctoral programs, 63 master's programs and 130 undergraduate sequences and 14 pre-professional areasof study. The colleges are: Agricultural Sciences & Natural Resources, Architecture, Arts & Sciences, Business Administration, Engineering & Technology, Fine & Performing Arts, Human Resources and Family Sciences, Journalism & Mass Communication, Law, and Teachers

---

Director of University Libraries

UNIVERSITY OF NOTRE DAME

The University of Notre Dame invites applications and nominations for the position of director of University Libraries.

The University seeks a creative administrator who can guide current efforts to enhance library resources and who will strengthen the role of the library in the academic life of the University. The director of University Libraries reports to the provost. Notre Dame is a Catholic university with an enrollment of approximately 10,000 students. The University consists of four academic colleges, a School of Architecture, a Graduate School and a Law School.

Notre Dame University Libraries, a member of the Association of Research Libraries, consists of the Theodore M. Hesburgh Library and six other libraries on campus which contain a total of 2.2 million volumes, 800,000 government documents, 1.8 million microform units and 13,693 audio visual items. The libraries serve as a selective depository for U.S. government publications. They subscribe to some 18,133 serials. Managing the collection and services is a faculty of 36 and a staff of 138. Its budget is approximately $10,000,000.

Desired qualifications in a candidate include a degree from an ALA accredited program and/or an advanced degree in a subject discipline, substantial administrative experience in an academic environment and a clear vision of the evolving role of the academic research library in an integrated electronic environment. Since the next decade will be a period of accelerated growth at Notre Dame for many academic units, this appointment requires a person who will be able to provide leadership in a University dedicated to the highest levels of accomplishment in teaching and research.

Review of applications will begin April 1, 1996, and continue until the position is filled. Nominations and applications should be sent to

Dr. Nathan Hatch
Vice President for Graduate Studies and Provost-Elect Chai
Director of University Libraries Search Committee
312 Main Building
University of Notre Dame
Notre Dame, Indiana 46556

The University of Notre Dame is an affirmative action, equal opportunity employer. We particularly invite women and minority applicants.

BEST COPY AVAILABLE

University of Southern Maine

DIRECTOR OF ADMISSIONS

#4617

Reporting to the Executive Director for Enrollment Management, the Director of Admissions is primarily responsible for planning, organizing, and implementing a comprehensive undergraduate admissions recruitment and selection program at the University. The director works closely with all secondary schools and colleges in the region as well as area organizations. The recruitment process includes identifying and attracting freshmen and transfer students from traditional, nontraditional and international markets, supervising all admissions procedures from USM off-campus teaching centers, and carrying out academic policies as dictated by the instructional sectors of the University. The director is also responsible for training and developing professional and support staff and for promoting the role of admissions in the University community. In all roles, the director is responsible for promoting and developing promotional/marketing plans which promote the academic missions of the institution related to admissions.

The successful candidate will have a master's degree (doctoral preferred), seven or more years' experience in higher education (five of which are in admissions) and at least two years' experience with staff supervision. Strong management and interpersonal skills, budget preparation and management and the ability to work effectively with faculty, professional and classified staff are also required. Successful experience in working with traditional and non-traditional students is a must.

Salary is in the mid to high $40,000 range.

Review of applications will begin April 15, 1996 and continue until position is filled. Send letter of application, current resume and the names of three references to:

Chair, Director of Admissions
RE: 101
Office of the Director of Financial Aid
University of Southern Maine
37 College Avenue, Gorham, ME 04038

USM is strongly committed to diversity; we value individuals who bring to their community a variety of backgrounds and experiences. University of Southern Maine is an EEO/AA employer.

DIRECTOR GENE THERAPY

The Barbara Ann Karmanos Cancer Institute
and The Center of Molecular Medicine
and Genetics
at Wayne State University
Detroit, Michigan

Seeking applicants for Director of Gene Therapy. Applicants must have a M.D. and/or Ph.D. degree and a background in gene therapy. The director will be responsible for developing a broadbased program focusing on the molecular therapy of neoplastic, hematologic and other diseases. The director will interact with scientists in the Cancer Institute, The Center of Molecular Medicine and Genetics, and other departments in the university to develop the laboratory facilities and expertise for the design and implementation of cutting edge molecular therapies; design specific therapeutic approaches and test them in appropriate animal and cell culture models; help define the specific clinical situations that most lend themselves to a gene therapy approach and define the logistical goals of the ultimate delivery of the therapy in a clinical setting.

Women and members of minority groups are encouraged to apply. Wayne State University School of Medicine, the country's largest single campus medical school, is an equal opportunity/affirmative action employer.

Send curriculum vitae to:

Gloria Heppner, Ph.D.,
Wayne State University
c/o Harper Hospital
3990 John R., 1 Webber
Detroit, MI 48201

DIRECTOR OF RESEARCH AND SPONSORED PROGRAMS

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

The office of Academic Programs seeks applicants for Director of Research and Sponsored Programs. Applicants must have an earned doctorate and a record of research, teaching and scholarship to support a senior faculty appointment in one of the University's academic departments. Requirements include a successful record of grantsmanship with at least five years of experience in University grants and contracts, working with agencies, foundations and industry; collaborative work within the university environment with faculty and staff at all levels of organization; the ability to work with diverse constituencies; and the ability to manage electronic information systems and communicate computer technologies.

For application and a complete position description,
call (909) 869-3329 for Alice Vazquez;
fax (909) 869-4395; or E-MAIL:
<AlVazquez@CSUPomona.EDU>.

AA/EOE

Northern
Michigan
University

TENURE TRACK FACULTY POSITION
ELECTRONICS TECHNOLOGY

The Electronics Department at Northern Michigan University seeks applicants for a tenure track faculty position. Teaching assignments may include lecture/lab courses in Semiconductors, Digital Electronics, Microprocessors, and C programming language, and Consumer Electronics Servicing. Position begins on August 26, 1996.

Applicants must possess a Master's Degree in a relevant area. A B.S. or M.S. in electrical engineering, doctorate, engineering experience, or college teaching experience are desirable.

Applicants should send a resume to:

Dr. William H. Rigby
Department Head, Electronics Department
Northern Michigan University
1401 Presque Isle Avenue
Marquette, MI 49855

(906) 227-2135

Candidate screening begins on March 25, 1996

NMU is an AA/EOE

THE KANSAS STATE UNIVERSITY-SALINA
ENGINEERING TECHNOLOGY DEPARTMENT

invites applicants for one tenure-track position at the assistant or associate professor level beginning in August 1996. KSU-Salina offers associate of technology degree programs in computer science, computer information systems, electronics, civil, mechanical, surveying, environmental, and aeronautical technologies. Baccalaureate programs are offered in electronic engineering technology, mechanical engineering technology, aeronautical technology, and technology management. The position includes responsibilities in the computer science technology section. Qualifications include an M.S in computer science, computer engineering or closely related field plus three years of relevant business/industrial experience. Applicants must have expertise in design, implementation, and administration of local area and wide area networks. Expertise in one or more of the following areas is preferred: Unix, NetWare, TCP/IP, C++, object oriented design, software engineering, or embedded systems. Teaching experience at the post-secondary level in a computer science technology program is strongly preferred. In addition to teaching, faculty are expected to participate in scholarly activities including applied research, assist in course and curriculum development, advise students, and perform other institutional service.

Send transcripts and a resume including the names, addresses, and telephone numbers of three professional references by April 30, 1996, to

Mr. Les Kinsler
CS Search Committee Chair
Kansas State University-Salina
Engineering Technology Department
2409 Scanlan Ave.
Salina, KS 67401-8196

(kinsmo@mail.sal.ksu.edu)

Kansas State University is an equal opportunity employer.
KSU actively seeks diversity among its employees.

BIOLOGY

Mammalogist with Ph.D. to teach undergraduate biology courses to include comparative vertebrate survey course and at least one graduate course and direct M.S. theses research projects. Experience in parasitology and molecular biology preferred. This full time, tenure track position available 9/1/96, open until filled.

Please send letter of application describing training, curriculum vitae and three letters of recommendation to

Dr. John Calahan
Dept. of Biol. Sci.
P.O. Box T-0100
Tarleton State University
Stephenville, TX 76402.

Tarleton is committed to excellence through diversity

NORTH HENNEPIN COMMUNITY COLLEGE

TEACHING OPPORTUNITIES

North Hennepin Community College, located within the Twin Cities metro area, is pleased to announce the following faculty positions beginning with the Fall of 1996 quarter:

FULL-TIME, PERMANENT

- **American Sign Language,**
- **Biology (2)**
- **Computer Science**
- **Natural Science (2)**
- **Speech (2)**

FULL-TIME, TEMPORARY (one year)

- **Counseling**
- **Economics**
- **English**
- **Part-time, Temporary (half-time, one year)**
- **Competency Based Education.**

Minimum qualifications are a Master's Degree in the area or related fields. Specific qualifications will be included in an application packet that will be mailed to you by the HR Department. The application deadline is April 22, 1996. Applications received after this date may be considered if the applicant pool is not sufficiently large or diverse.

Mail resume, transcripts
and three letters of reference to:

HR Department
Attn: Section E
7411 85th Avenue N.
Brooklyn Park, Minnesota 55445

AA/EEO

SANTA MONICA COLLEGE

SANTA MONICA COMMUNITY COLLEGE DISTRICT
is currently accepting applications for the following full time positions for Fall, 1996:

FACULTY POSITIONS	DEADLINE
ANTHROPOLOGY INSTRUCTOR	5/03/96
CHILD DEVELOPMENT INSTRUCTOR	4/26/96
EOPS COUNSELOR	4/19/96
NURSING INSTRUCTOR (med-surg – mandatory obstetrics background) open until filled	5/15/96 (application screening)
POLITICAL SCIENCE INSTRUCTOR	5/03/96

ADMINISTRATIVE POSITION	DEADLINE
DIRECTOR, INFORMATION MANAGEMENT	5/15/96

Must possess a master's degree or the equivalent for all faculty positions. $31,578 - $64,609. Must possess a master's degree for the administrative position. $76,671 - $81,242.

A district application and job description must be obtained by calling (310) 452-9336 (24 hour employment information), or write to the

Office of Academic Personnel
Santa Monica Community College District
1900 Pico Blvd.
Santa Monica, CA 90405

AA/EOE

Northern Michigan University

FACULTY POSITION

ELECTRONICS TECHNOLOGY

The Electronics Department at Northern Michigan University seeks applicants for a full-time term faculty position. Teaching assignment is at the Mead Paper Company facility in Escanaba, MI. Courses taught will include lecture/lab courses in Basic Electricity, Semiconductors, Digital Electronics, Linear Circuits, Microprocessors, and Industrial Controls & PLC's. Other courses may be assigned depending upon curriculum needs. Duties also include course development, and participation in ITV courses. This position is funded by Mead Paper and involves the teaching of courses to company employees during the academic year. Employment begins in August 1996.

Applicants must possess a Master's Degree in a relevant area. Industrial work experience, industrial training/teaching, college teaching, process control, or engineering experience are desirable.

Applicants should send a resume to:

Dr. William H. Rigby
Department Head, Electronics Department,
Northern Michigan University
1401 Presque Isle Avenue,
Marquette, MI 49855
(906) 227-2135

Candidate screening begins on March 22, 1996

NMU is an AA/EOE

PimaCommunityCollege
Tucson, AZ

Pima Community College is the fifth-largest multicampus community college in the nation. Tucson is located in a lush desert valley surrounded by four mountain ranges. A multicultural, southwestern city with more than 447,000 people, it is renowned for its rich heritage and superb weather.

INSTRUCTIONAL FACULTY OPENINGS ACADEMIC YEAR 96/97

** **CHEMISTRY**
** **ENGLISH AS A SECOND LANGUAGE** - 2 positions
* **FITNESS AND SPORT SCIENCES**
** **MATHEMATICS** - 3 positions
* **PSYCHOLOGY**
** **READING** - 2 positions

Minimum Requirements: Applicants for Instructional Faculty positions must be certified or eligible for certification by the State Board of Directors for Community Colleges of Arizona. Minimum certification requirement is a Master's degree or higher earned degree from an accredited college or university with at least twenty-four (24) semester or thirty-six (36) quarter hours of upper division and/or graduate credit in the discipline to be taught.

EDUCATIONAL SUPPORT FACULTY OPENINGS FISCAL YEAR 96/97

** **ADVISOR**
Minimum requirements: Master's degree in counseling, student personnel or equivalent degree.
** **LIBRARIAN**
Minimum requirements: Master's degree in Library Sciences or equivalent degree.

* **CLOSING DATE** FOR FITNESS & SPORT SCIENCES AND PSYCHOLOGY FACULTY POSITIONS: APRIL 19, 1996

** **CLOSING DATE** FOR ADVISOR, CHEMISTRY, LIBRARIAN, MATHEMATICS, READING & WRITING FACULTY OPENINGS: OPEN UNTIL FILLED

Applications received by April 16, 1996 will be reviewed first. Subsequent cut-off dates may be established periodically until the positions are filled.

For the official application packet contact:

Human Resources - Rm 102
4905-D East Broadway
Tucson, AZ 85709-1190
(520) 748-4624
FAX: (520) 748-4662
TTY: (520) 748-4852

Ofc Hrs: M-F 8:15 AM - 4:45 PM

ADA accommodations available

EEO/AA

Understanding Gendered Moral Orientations

If you haven't heard the term *values-centered leadership*, you've been living in a cave or tree. Ever since Stephen Covey's *Principle-Centered Leadership* became a bible, it's been a buzzword.

But the key question is, *whose* values, and what if the leader's values aren't shared by the followers?

Women and men generally have different moral orientations, says Carolyn Desjardins, executive director of the National Institute for Leadership Development (NILD) at Phoenix College AZ. Their orientations mean different values, behaviors, and leadership styles, she said at the conference in February sponsored by the National Community College Chair Academy.

Boys and girls usually receive very different messages while growing up, Desjardins told *WIHE* recently. "Men are told what they *should* do," she said. "Women are told what they *shouldn't* do."

The result? "Men become work; they are socialized to become a job," Desjardins said. "Women are socialized to become a relationship." But, she adds, "Both men and women are more than either a job or a relationship."

Socialization results in women tending to value connectedness and relationships while men learn to value justice, rights and fairness. Given a critical moral choice, women will usually make their decision based on maintaining relationships, while men base it on maintaining justice and equality.

African Americans Socialized to Be Independent

There are sub-trends based on ethnicity. For example, Desjardins notes, "Latino women are socialized to hide themselves more than white women are taught. And they face great pressure to have a family." This pressure, she explained, causes Latino women to be "very competitive with each other. They must be chosen."

In contrast, Desjardins says, African American girls learn: "You can count only on yourself." As a result, many African American women have become strong, confident leaders and models for all women.

Because of the cultural messages they have received, most white and Latino women forget the autonomy and sense of self they had developed before the age of 11, Desjardins says.

Women and Men Can Share Their Strengths

In our distant past, Desjardins notes, "The most honored women have been those who gave up their own identity to care for others." At the same time, "the most honored men were those who were the bravest hunters and warriors, and who were often physically sacrificed at an early age."

But today's goal must be to build relationships and work teams "where no one is sacrificed, either physically or psychologically," she says. Women and men can learn from each other's moral orientations.

In the past, the justice/rights orientation spawned hierarchical leadership styles and leaders who were objective and concerned with justice and fairness. Issues were seen as right or wrong, black or white. Reciprocity — the trading of favors — was the major method of interacting.

In contrast, the care/connected moral orientation has spawned leadership styles that are "more horizontal, web-like, and inclusive," she said. Most issues are seen as gray, not black or white.

People in the justice/rights moral orientation often fear being oppressed or oppressing others. Those in the care/connected orientation fear being abandoned or abandoning others.

It's Not All Black and White

Some leaders are able to hold both orientations simultaneously. Faced with a critical choice, they can take both justice/rights and care/connectedness orientations into consideration. And most people exhibit behaviors associated with both orientations, although most men fall into the justice/right camp and most women into the care/connectedness camp. Her study of 72 community college presidents showed:

Moral Orientations by Gender

	Women	Men
Care/Connecting Mode	66%	28%
Justice/Rights Mode	17	50
Combined Mode	17	22

Understanding where colleagues are coming from can help leaders in both camps be more effective. How often have you heard women complain about men who made decisions too quickly, without sufficient data, or who saw an issue only as black or white?

And how often have you heard men complain about women who could not make decisions, or who focused on process but ignored the outcome?

Both viewpoints contribute to our reality, she says, "But most often, only half is seen or understood, leading to undeserved criticism."

She adds, "While most men want a strong leader who makes quick decisions and stands up strongly for their needs, women want a leader who includes them in decision-making and takes others' feelings into account. They want to feel part of the team.

"Knowing these needs and expectations, effective leaders can balance their responses to assure that both women and men feel included."

Desjardins knows what she's talking about. Of 3,000 NILD graduates over the past 15 years, 82 have become college presidents. Another 953 are ready to do the same, based on their experience and other factors, she says.

Programs such as the NILD institutes offer both women and men safe places to explore their sometimes hidden roots. A key program, Gender-Based Team Building, has schools send teams of women and men together, so both can share an expanded viewpoint and bring new perspectives to their campus. It's been very successful in helping campuses in transition to make key changes.

–DG

To learn more, contact: Carolyn Desjardins, NILD, Phoenix College, 1202 W. Thomas Rd., Phoenix, AZ 85013; (602) 285-7449; Email: desjardins@pc.maricopa.edu.

Note: Desjardins bases much of her scholarship on the work of Carol Gilligan at Harvard University.

What Works to Retain Re-Entry & Adult Women

With adult and re-entry women accounting for the largest increase in the number of college students, researchers are taking a closer look at what works and doesn't work for them.

Unwilling and sometimes unable to jump through hoops like traditional 18-year olds, these women come to campus with more baggage and more direction, and often more special needs.

Two presenters at the National Association of Women in Education (NAWE) conference in March advised how to serve this growing customer group.

Persisters saw college as a next step, based on a belief that they needed to change their lives.

Why Do They Persist?

Laurie A. Schreiner, chair of the department of psychology at Eastern College PA, analyzed 5,948 re-entry women students and 21,987 traditional women students at four-year public and private colleges and universities.

She found that about 40% of all college students are re-entry students, and 60% of the re-entry students are women. Comparing the groups and their needs, she found more of the re-entry women were older and living off-campus, while attending school part-time and working full-time.

Choosing a college was different for the re-entry women. While all students based their choice on the school's reputation, for re-entry women the school's location and size were very important secondary considerations. Financial aid was less important.

Although all students expected quality in instructional effectiveness, re-entry women had lower expectations than did traditional students. But they expected more in registration effectiveness, having a knowledgeable advisor and a well-lighted, secure parking lot.

Schreiner found that re-entry women are more satisfied with their chosen schools than traditional students, and she speculates on why:

- The vast majority (80%) attend their first choice of school.
- They are doing well academically, with 74% having at least a 3.0 GPA, compared to 52% of traditional women students, 42% of traditional men students and 62% of non-traditional men students.
- They started with lower or no expectations.
- They have less contact with campus student services, so have fewer chances to be disappointed.

How Can Schools Help?

Schreiner investigated gaps in service to re-entry women, and suggested how colleges can improve:

- **Re-evaluate recruiting emphasis.** Look at re-entry students' needs, which often are very different from those of traditional students.
- **Improve academic advising.** Academic advisors often are untrained and insensitive to the issues and other responsibilities of re-entry students. They often fail to offer accessible office hours and do not provide the necessary information on traditional sequencing and availability of required courses in time to help re-entry women.
- **Improve effectiveness of registration.** Because the women must juggle their lives, classes that meet at times different than those listed in the class schedule, or are canceled, can cause a major disruption, affecting their careful arrangements for work, childcare and other responsibilities.
- **Link campus support systems to advising services.** Re-entry women students need support services such as libraries, computer labs, tutoring and career placement, but they are not always as available as they are to traditional students. If academic advisors know about these services, they can help re-entry women link up with the services that can help them succeed academically.
- **Publicize channels to express complaints.** Re-entry students often feel they have no voice in how things are done, and no way to express complaints with the system.
- **Create support groups.** Although they are pressed for time, women re-entry students could share ideas and solutions to common problems.
- **Hold special orientation programs.** Help re-entry women understand "how we go to school here." Sessions could focus on financial aid and billing processes, how to find out what's happening on campus and get involved and how to access campus services. Special sessions on the advising process, including how to get to know the advisor better and earlier in their campus careers, can help re-entry women better understand and benefit from the service.
- **Offer personal development workshops.** Soon after their return to campus, re-entry women are in great need of help in time management (how much time should a course take, how to use commuting time), stress management, and career development (what careers can result from their coursework and interests).

Diane Goldsmith, director of the transition and women's programs at Manchester Community-Technical College CT, chose a qualitative analysis to study adult women at community colleges.

Noting that traditional models did not explain the variance in persistence between adult women, she interviewed a matched sample of 10 women: six who stayed and four who left college. Many women in the sample were older, poor and women of color.

Instead of starting with a hypothesis and trying to prove or disprove it, she did qualitative research, conducting interviews, collapsing general themes into core categories, and then re-interviewing the 10 women. She

BEST COPY AVAILABLE

found three recurring themes.

- **Persisters saw college as a next step,** based on a belief that they needed to change their lives. Most had no clear career goal, but they realized that knowledge was power, and they wanted to create better situations for themselves and their families.
- **Persisters managed to integrate** their college, personal and family responsibilities, rather than just balance them. Each component affected the other.

They spoke of the excitement they felt at learning new things, and how school "expanded my horizons" and gave them confidence when meeting the challenges of school.

It was essential that they felt they were taking care of their family responsibilities while they attended school, rather than that their schooling was done at the expense of their families.

Many needed help in overcoming academic adversities, like inaudible profs and missing class due to illness, but campus support services such as financial aid, child care and study skills sessions helped.

- **Persisters had a personal drive.** "You have to be strong and really want it," Goldsmith found. "If you have that desire, you can succeed." She found many women who persisted wanted the degree not as a ticket out of their current situations, but from sheer personal determination to reach the goal.

Goldsmith said her research had implications for colleges wanting to improve their service to adult women:

1. **Open door policies are essential for community colleges.** No measures of prior experience have been able to predict who will do well in college. Schools that restrict admission often fail to serve those who need them most.
2. **Academic policies designed to serve women are important.** This includes greater flexibility and options all around.
3. **Financial support may be needed.** Sometimes just minimal support for child care, transportation and books can make the difference between a woman staying in school or dropping out.
4. **Integrating college and family responsibilities is crucial.** Schools that fail to offer flexible schedules, or coordinate their holiday vacations with those of public schools in their cities, are not doing their best to serve their adult women students.

For more information, contact Dr. Laurie Schreiner, Department of Psychology, Eastern College, St. Davids PA 19087; (610) 341-5868; e-mail LASchrein@aol.com

Diane Goldsmith is at Manchester Community-Technical College, Manchester CT (203) 647-6000.

Emeritus professor and poet, suffering from arthritis and other maladies, announces to spouse: "Today I'm working on my autobiography. It's called *Waiting for Dr. Kevorkian.*"

Classrooms Still Chilly

Ever since its 1982 report detailing the vast array of inequities toward women students on campus, the National Association for Women in Education (NAWE) has sought to warm the climate.

The 1996 update *The Chilly Classroom Climate: A Guide to Improve the Education of Women* reports "only a creeping thaw." Copies went to presidents of 3,200 colleges.

"Women make up slightly more than half of all U.S. college students. It's time we make sure that our institutions are truly coeducational, and not just institutions that allow women to take classes," said Lynne M. Gangone, executive director of NAWE.

The 123-page report is based on dozens of quantitative and qualitative studies, anecdotes and video recordings of classes. It offers 270 practical strategies to make classrooms equitable.

For administrators, suggestions include:

- Develop strategies to educate all members of the academic community, including trustees, about differential treatment of women in the classroom.
- Require search committees to ask candidates how they encourage women to participate in class.
- Inform faculty of their responsibility to assure a gender-neutral classroom environment that does not include jokes or comments that contribute to a negative climate for women.
- Create a procedure to handle undergrad and grad complaints about gender inequities in class.
- Study attrition rates for majors by gender, and conduct exit interviews with those who leave, as well as comparing grades by gender.
- Prohibit harassment by computer, and publicize it.

For faculty, suggestions include:

- Avoid language that assumes common knowledge among diverse groups, such as sports or military terms.
- Develop a handout detailing appropriate class behavior toward other students, and enforce it.
- Respond to student comments with the same degree of praise, criticism or coaching regardless of gender.
- Ask equally tough questions of women and men.
- Expect equal quality and quantity of work from women and men students.
- Recognize that classrooms that are competitive, hierarchical and argumentative may be less hospitable to women, who report that they enjoy classes where students and teachers talk in a collaborative manner, rather than in student/ teacher monologues.

Concluding that "good teaching" alone is not enough to warm the climate, the report says teachers need expertise, resources and training to achieve gender equity in the classroom. Add to that top leaders who demand an institutional climate with classroom equity for all, including the majority of their students.

For a copy, send $20 to NAWE, 1325 18th St. NW, Suite 210, Washington DC 20036-6511; (202) 659-9330.

Does Gender Influence Campus Leadership Styles?

If more women leaders ran higher education institutions, would the climate be different?

After all, more than 52% of the student body is now female, but only 16% of university and college presidents and 25% of academic deans are women.

In seeking to increase the number of women leaders, critics assume that as long as colleges and universities are dominated by men, they will continue to be inhospitable at best for women.

After all, they say men traditionally use exclusionary administrative practices and enforce patriarchal norms. Women leaders would create a more equitable and caring campus environment and be more concerned with process and persons, rather than concentrate on tasks and outcomes. Or would they?

I was dealing with a very funneled group of women.
–Luba Chliwniak

She Questions the Assumption

If women do lead differently, are other factors more influential than gender? This was the basis of a PhD dissertation by Luba Chliwniak, University of Arizona doctoral candidate in higher education, presented at the Women in Higher Education conference at the University of Texas - El Paso in January.

If women lead differently, closing the gender gap could create a better climate for all women on campus. If they don't, closing the gender gap at the top may not necessarily have much effect.

Position Counts More than Gender

She found women who hold top administrative posts in higher education do not have a distinctly different leadership style from their male peers. Their leadership style correlates more with position than with gender.

That makes sense, because in the campus hierarchy, women gained rewards by acting like men, adopting their norms and standards. Many of those in top posts today learned the men's rules and play their game. Some are called "the men in skirts."

Chliwniak sent surveys to 380 higher education administrators: chancellors, presidents, provosts, vice chancellors, vice presidents and deans. Schools included public and private universities, state colleges and universities, private liberal arts colleges, public and private community and junior colleges.

Data included institutional type, position and gender, as well as age, years of experience and academic background. The survey contained 114 questions, including 15 that were open-ended.

Of the 386 respondents, 62% were male and 38% female. The largest group of women (46%) were aged 40 to 49. One-third had four to nine years of experience, while one-third of the men had 21 or more years of experience.

Chliwniak asked what are important characteristics for leaders, what limits successful leaders, whether raises should be linked to performance and other key questions. She found few differences between women and men leaders.

Although gender does influence some views of leadership, position plays the major role in determining leadership style. In other words, you act like others in your position act. And it influences women and men in very traditional ways: "Presidents act like presidents, provosts act like provosts," she explains. The status quo reigns for now, rather than emerging new styles of leadership.

But the old assumption that males have a natural affinity for leadership "is somewhat dashed when women appear to perceive leadership in similar ways as men, when position is taken into account," she says.

The influence of gender shows in women being more likely than men to see themselves as negotiators and facilitators, and more likely to evaluate themselves based on faculty and staff morale.

She also found that age influences men toward less traditional leadership styles. "Men in their 60s were much more likely than younger men to be concerned about the community and sensitive to the needs of others." Women were already there.

Women deans preferred performance-based raises over fixed annual raises by a ratio of 2:1, considerably higher than the male preference.

"The gender gap in higher education leadership has more to do with assumptions about the natural affinity of males for leadership roles, and inequity, rather than different styles," she concludes.

"This may not be a popular finding," warns Chliwniak. A study of Canadian university leaders released in January concluded that given their positions, women and men were more alike than different. It received a mixed reception.

Why Fewer Gender Differences?

Chliwniak admits expecting gender to play a more influential role in women's leadership styles. But, she explains, "I was dealing with a very funneled group of women" who had to adapt in order to succeed, so the socialization process became most important. The largest group of women respondents was age 40 to 49, she points out, while for men it was age 50 to 59.

The survey's open-ended responses were analyzed only by key word, not content. Women's responses seem more in-depth than men's, she says, and may reveal significant differences.

Although the qualitative analysis of open-ended questions is beyond the scope of her dissertation, which she planned to defend at the end of March, it will be her next research project.

–DJ

For more information, contact Luba Chliwniak at (520) [illegible] in Tucson. She is seeking an academic post where she can continue her research and teaching in the area.

Mary E. Lee, Special Assistant to the Chancellor
Los Angeles Community College District

Take a risk. Get out of your comfort zone.

With nearly 30 years experience in teaching and administration, Mary E. Lee, 57, offers this advice to women in higher education: "Take a risk. Get out of your comfort zone."

Lee practices what she preaches, in both professional and personal lives. She attended school in Germany, taught English in Japan, learned to ride a horse at age 33, was a torch runner at the 1984 Olympics and attended evening classes in law and architecture, eventually drawing plans to remodel her own house. Her most recent extracurricular activity was getting a commercial license to drive an 18-wheeler truck.

Lee says any activity outside a person's comfort zone prepares her to handle new and difficult situations.

"So many people go to conferences where they're knowledgeable about the subject," says Lee. "Very few people will go to a conference where they are unfamiliar with the subject matter. It's a shock to the ego, but you have to practice. Just do something every once in a while that you know *nothing* about."

The Risky "Acting" Post

Lee's way of thinking has affected her career choices. In 1994, after 13 years as president of Los Angeles Valley College, she left to become acting president of one of eight others in the district, Los Angeles Pierce College in Woodland Hills.

Why? She feels seven years is enough in a president's job and 13 years was definitely too long. And she was ready for a change.

Taking an acting post is always a risk, but in this case the risk was magnified by the problems facing Pierce College when she came aboard.

She says it didn't have a presence in the community, facilities had deteriorated and there weren't any mechanisms for making curricular changes such as eliminating or adding innovative programs. Knowing it was risky, she took the job anyway, looking forward to working at a college with a 200-acre farm and large agriculture program.

And, she had been a dean and acting VP there in 1977-78, so she knew it from the inside.

Once she got to Pierce, she started making the changes she believed were crucial, including creating a marketing program, making curricular changes and improving facilities. Pierce has a shared governance arrangement, which she felt was being used to delay decision making. It simply did not forward recommendations to the president. So, she made the changes herself.

"I did it," Lee admits. "Things like that don't endear you to the old-guard faculty or administrators. You take your chances." This particular gamble didn't pay off. Although she applied for the job as permanent president, the search committee recommended three men from outside the district.

"I was disappointed, but not surprised," says Lee. "I accepted the job willingly and knew the risks I was taking."

The risk to Lee, however, is cushioned by her salary being guaranteed within the Los Angeles Community College District.

Although no job as a president is now available, she plans to start a new post this month as special assistant to the chancellor.

Lee has no regrets. She did what she felt was best for the school, she asserts, so it's a decision that allows her to get a good night's sleep.

> ***I don't think women's networks are going to get the wannabees where they want to go. It's unrealistic.***

Gender Blind

Lee is proud of having bucked the traditional women's role in the 1960s by getting a PhD at the University of Southern California-Los Angeles while rearing two sons. And she's felt gender bias. When she became president at Valley, she followed another female president there. "Some people felt we'd had a woman once and it was time to get back to the real world" with a male president, she recalls.

Nevertheless, Lee keeps her distance from women's networks and groups.

"I don't think women's networks are going to get the wannabees where they want to go," states Lee. "It's unrealistic. The real world will do that for you. When I came up through the ranks, there were no such networks."

She sees avoiding such groups as integral to getting out of one's comfort zone. Asks Lee: "When you walk into a banquet of 200 people, do you sit with women you know, or do you walk up to five men sitting at a table of eight? If you do, you might learn something new."

She recommends women focus on issues rather than gender or ethnicity. Join a national educational association, a business or a community group, she suggests. If women need female role models, she suggests watching C-SPAN to observe how women in leadership positions talk, what they wear, how they move and interact. As she views it, all people regardless of their position are just individuals.

"I don't want to get a position because I'm a woman, but I don't want to be denied a position because I'm a woman, either," says Lee. "I hire people the same way. I hire on merit."

She looks to hire "seasoned" employees who can visualize what is not yet apparent and who have some experience being "chewed up and spit out," such as being sued, dealing with disasters or receiving a no-confidence vote for trivial reasons. "How an individual handles difficult situations is more important to me than the eventual outcome."

The Mentor Factor

She may avoid women's networks, but Lee believes mentors are critical to career development. Lee has had five mentors, all men, and has served as a mentor to faculty, staff and students. She focuses on skills, resume and interview preparation. "People aren't born deans or college presidents," says Lee. "The analytical and people skills need to be learned."

Another type of person she calls important are those who can offer an honest critique of your work, be it a mentor, friend or spouse. Ask that person to read a memo you wrote or analyze a speech you gave, she suggests. Then act on the advice by doing a rewrite or two or even five. Accept what they say even if you don't totally agree with it, she advises, because those who are willing to give a truthful critique are few and far between.

She recalls her own experience as a student living with a German family, where the father kept a dictionary on the table during meals and corrected her language mistakes. She appreciated that rare honesty; usually people marveled that she could speak any German at all. In that family, she learned the language.

"Those kind of people are important," says Lee. "You need to take good care of them."

What's Next?

Frequently people ask her for career advice. She advises them to ask themselves: "Where do you want to be five years from now, and what are you doing about it right now?"

Ironically, for one of the first times in memory, she doesn't have an answer to that question herself.

"At this point I'm really not sure," says Lee. "I've done a lot of what I aspired to do." Right now she's looking forward to her new job dealing with nine colleges as special assistant to the chancellor, where she'll be able to focus on broader educational issues.

"When you're dealing with operational and personnel issues on campus, at times it's hard to remember that education is still your mission," admits Lee. At this point her actual job description is on its way to the board of trustees, so she hesitates to elaborate on her new role.

Between jobs right now, she is enjoying a vacation, and following some of her own advice. She's enrolled in a class on strengthening the voice for singing and speaking. And she's spending time running in the mountains near her home.

"Stay physically fit," stresses Lee. "You need all the energy that you can muster to keep a positive mental attitude and not get burned out."

Mary E. Lee may not say what everyone wants to hear, but her methods have been successful in her own career. They represent one of many alternative paths for a woman in higher education.

–MC

'Righting the Standard' Combats Reversals in Affirmative Action

A new national conference on education and community, "Righting the Standard" enables women and men to reaffirm their unity on critical issues such as gender equity, affirmative action and diversity, and to create an agenda for action to redefine the academic community.

Scheduled for June 27 to June 29 at Scottsdale, Arizona, the conference is billed as "the first forum to share, explore, celebrate and examine the critical intersections between community colleges and their communities."

It presents a new model in program design. "This won't be your typical men's conference with lectures," explains Carolyn Desjardins, executive director of the National Institute for Leadership Development, a primary sponsor.

Discussion groups and workshops assure that the 700-800 participants expected will have plenty of chances to get vocally involved in the process, not just passively process the information.

It opens with a native American hoop dance, drumming and storytellers who recount the experience of growing up in a non-white culture with different standards and expectations.

Confirmed big-name leaders include Meg Wheatley, described as one of the hottest national speakers on organizational work, and Norma Cantu, director of the Office of Civil Rights in the U.S. Department of Education. Those invited but not yet confirmed are First Lady Hillary Rodham Clinton and U.S. Attorney General Janet Reno.

Another unique aspect involves the two tracks available. Reading between lines, the professional track seems to serve those seeking techniques to change their organizations, while the personal track involves developing an inner journey or spiritual self to help esteem and empowerment flourish.

Given today's political environment leaning to the far right, the conference is designed to reaffirm values within the academic community, and strategize ways to continue "the right standard."

For more information, contact Jean Ann Able at Glendale Community College, Glendale AZ 85302; (602) 4353150.

What Kind of Reversals Inspired It?

- U of Texas suspends admissions March 19 at all 15 campuses to analyze effect of court rejecting its affirmative action program.
- Top educators plan full-page ads in *The New York Times* and other newspapers supporting affirmative action.
- Proponents of California initiative to roll back affirmative action laws say they have far more than the 694,000 signatures needed to get on the ballot in November.
- President Clinton ends gender and race preferences in federal contracts.

When Two Proverbs Collide, Just Take Your Best Shot

Each of us has internal words to live by, little phrases from Mom or memorable works like the Bible or our own *Guide to the Universe of Women in Higher Education*, that come to mind when needed. Two of my personal favorites are, "A stitch in time saves nine" and "If it ain't broke, don't fix it."

Certainly we've all had the experience of waiting until the whole nine yards of our figurative seams have unraveled, now requiring much more than one little stitch to repair them. And in today's busy world, who takes the time to fix what isn't really broken?

The dilemma brings us directly to the new look for this issue of *Women in Higher Education*.

"But I like the way it looks now," protested Janet Justus, a subscriber who is the NCAA's director of equity and women's issues.

"So do I," I assured her, "but I don't like doing all the technical things by hand that today's technology enables experts to do by machine."

The impetus for our new look came from a nagging suspicion that something was wrong with this picture:

> It's midnight just before press day for the March issue. The editor/publisher of an international publication is hunched over a drawing table, trying to get the headlines straight on the last of 27 career ads pasted in little boxes.
>
> The phone rings, and a 17-year old asks when dinner would be served, and did she know the dog had eaten the fresh loaf of sourdough bread?

Since *The Monthly Forum on Women in Higher Education* quit publishing after much hoopla but only four issues, more schools are interested in advertising jobs in our Career Connections section. Based on early orders, it looked like the April issue could contain up to 44 ads. I panicked.

To the rescue came Lisa Heaselden, a real graphic art designer whose electronic equipment could scan in job ads, saving hours of manual entry and pasteup. It would also save a whole day of pre-press work, which thrilled our printer, and would result in a little more expensive but infinitely better quality printed product, I was reassured.

Who could refuse?

"And by the way," I told her, "you might as well plan to do the editorial part of the issue too."

A rational person might have assumed that a designer could not help but redesign the look of a publication she's working on, but not me.

After all, I realized the 51 previous issues looked serious and a bit stodgy, but the image seemed appropriate to the academic community. Dancing between the scholarly and the practical, between the establishment and the new wave, *WIHE* just seemed to work.

"A little fine-tuning might be OK, but please no earth-shaking changes," I warned.

Imagine my surprise when she suggested new typestyle for the body copy and headlines, moving the flag (logo) from flush left to flush right, and screened ovals for pull-quotes within the articles!

Career Connections Director Mary Zenke was watching, so I couldn't faint or flinch at the suggested "new look." Instead, I tried to evaluate her proposals objectively, separating my emotional attachment to the old way from the advantages of her redesign.

It forced me to verbalize the feelings I wanted the publication's image to convey: user-friendly, clean and clear, easy to read, informal and upfront.

The changes I sought were a better use of the second color on inside pages, a softer look, more white space yet no less room for articles.

In the end, we'll accept some suggestions, nix others and come up with compromises to combine both our visions. We may even move the Career Connections section to the middle, so you can lift it right out and store it elsewhere, pass it on or toss it.

Of course, the new look will take getting used to, as does any change. Some may pine for the old, but I guarantee the new look will grow on you. Personally, I won't miss the late night paste-ups.

Who gets the last laugh here? You do. As I write this, I don't know exactly how the issue will look. It's an act of faith, committing to a change I have yet to see, but I'm convinced we'll all be winners. And hey, isn't that the best laugh?

Mary Dee

JOIN THE NETWORK, IMPROVE THE WORLD OF WOMEN IN HIGHER EDUCATION

☑ ***Yes, I want a stronger voice on campus. Start my one-year subscription.***

☐ I've enclosed $66, saving $7 from the $73 introductory price (Canada $76 U.S. $).
☐ Bill me $73 (Canada $83 U.S. $). Signature ____________
☐ Credit Card ___ VISA ___ MC

Number ____________ Expires ______ Signature ____________
Name ____________ Title ____________
School ____________ Address ____________
City ____________ State/Prov. _____ ZIP/PC ______ Phone (___) ________

Send to: *Women in Higher Education*, 1934 Monroe St., Madison WI 53711
women@wihe.com (608) 251-3232 FAX (608) 284-0601 Fed ID# 39-1711896 April 1996

Printed on Recycled Paper with 100% Soy-based Ink.

WOMEN
IN HIGHER EDUCATION

MAY 1996
Volume 5, No. 5

Leaders Responsible for Creating Ethical Campus Climate

"The ethical dilemmas on campus will get tougher, not easier, in the future," warned Norma J. Melone, chair of the general education and support services division at Ivy Tech State College IN.

For one thing, e-mail and faxes mean the decision-making process is speeded up, she said.

Whereas administrators formerly had 24 hours to make a decision, now it's "Get me your answer by 3 PM" she said, leaving little opportunity to ponder.

Her solution is to set up a strong support system with several people to consult. "Each of us can't think of all the possible stakeholders and all the possible solutions," she said, but a group of people have a better chance of covering all the bases.

Speaking at the 7th annual National Conference on Applied Ethics at California State University-Long Beach in March and later in an interview with *WIHE*, she outlined how leaders can take a proactive role to integrate ethics into a campus culture.

You Can't Be Everywhere

"Since administrators deal with a large number of faculty and students, all the ethical questions will no longer come to you," she said. Instead, you can create a culture that supports and rewards moral actions, in which people are not afraid to tell the truth or ask any question, even about knotty issues.

It's especially important for multiple campuses to build a structure with a moral component.

Gendered Definitions of Ethics

"Women see ethics as not just 'doing right,' but as 'doing good,'" Melone said, which is "a much bigger task." While the traditional male translation of ethics becomes laws and justice, the female concept tends to be much broader, that of creating a good climate and healthy lives, she notes.

"When mercy seasons justice, perhaps then we have real morality," she said.

As an example, she cites a department with major problems whose chair left. As an administrator, she must assume that the whole department has been affected and is under a great deal of stress.

"With a great many women administrators, even after a resignation, it's not over. There's going to be some follow-up, both for the chair and the department," she said. For the chair, the response might be a nurturing one, in which mistakes are acknowledged and the department is restructured so one person is not stuck making the decision alone. Even if the chair must leave, it's not about tossing him or her to the wolves, but creating options.

Leaders making bad decisions also require a nurturing response, letting the person know the school is with the person, right or wrong. "Nothing works in a vacuum," Melone noted. Leaders need to ask whether the problems resulted from confused communications or another situation. "We need to ask what we can do to prevent this from happening again."

Four Steps for Leaders

Creating a moral climate takes time and attention, Melone notes, suggesting four steps:

- **Establish a record of truth-telling**, both as an individual and as a department, Melone says. No management area is off-limits, including employee evaluations, public marketing and presentations, finances and reports of how problems have been solved.

Forthright responses like "I don't know" or "I'm sorry" or "I was wrong" build credibility, which is "... priceless, and will serve to retain staff, customers and one's superiors."

Quoting Margaret Wheatley from *Leadership and The New Science*, (1992), Melone says, "... space is never empty. If we don't fill it with coherent messages, if we say one thing and do another, then we create dissonance in the very space of the organization.... What we

What You'll Find Inside...

Leaders can create ethical campus culture 1
Albino cries "foul," testifies in harassment case ... 2
Newswatch: Gendered campus politics at work ... 3
Strategies to move up in campus leadership 5
More faculty women, but average salaries low 6
Assumptions of gender/race distort classrooms .. 15
Affirmative action update 16
Warning: Getting PhD can affect mental health ... 17
How to survive "rightsizing" on your campus ... 19
Editor: Witness to effect of Title IX on campus 20
...PLUS, 33 jobs seeking women candidates 7-14

BEST COPY AVAILABLE

lose is not just integrity. We lose the partnership of a field-rich space that can help bring form and order to the organization."

- **Consciously build the valuing of honesty and ethical behavior into internal structures,** including all procedures. An ethics committee can be an ad hoc mechanism. Questions addressing ethical issues can be included in every new employee interview, formal evaluation, survey and report.

"We may never achieve resolutions in an absolutist sense," she said, "but ethics, like logic, can place our discussions within a structure, and within a historical pattern of problem-solving, which allows us to see where our answers are in relation to similar questions that have arisen within the broader culture, and our campus culture as well. Ethics and logic are part of the nuts-and-bolts of any successful human system."

- **Establish a record of confronting ethical dilemmas,** and welcoming the occasions as chances to explore the steps that remain *after* we've reached what we consider a "fair" judgment and determined the "rights" and "wrongs" of the situation.

Having made the call, leaders can consider what could be done proactively, identifying some preventive actions that might be taken to avoid or lessen conflicts in the future.

"We will see more and knottier, not fewer and simpler, ethical issues arising within our organization as the information highway jams with eager drivers, and the stakes become higher and riskier, and the religious/ethical mindsets of most people in the workplace bear little likeness to earlier models," Melone predicted.

She quoted John P. Cotter from *The New Rules* (1995), saying that today's "highly competitive people are like unguided missiles - powerful and dazzling but potentially very destructive."

- **Recognize that one of the keenest spurs to moral growth takes place when there is uncertainty,** and one is forced to listen to contrary opinions and feelings about a situation.

"One is pushed to a higher level of reasoning by this discomfort," Melone said. "Within the moral climate of an ethical organization, the resolution of this discomfort can take us, and our colleagues as well, to the next step of creating good for others."

Administrative positions make people both ethical leaders and politicians. "Gandhi, Dr. King and others have demonstrated that it makes good sense to let others see you doing good," she noted.

"Even though every *right* action does not automatically produce *good*, there is a good chance that a number of right actions will have positive effects on the climate in which we live and work. If you have created a climate in which ethical issues can be resolved, you have empowered everyone, including yourself."

For more info, contact Norma J. Melone at Ivy Tech State College, Lafayette IN 47905; (317) 772-9189.

Albino Accuses Profs of Sabotage, Testifies in Campus Harassment Case

Whether or not she wants to, the former president of the University of Colorado system, who last year decided not to seek reappointment after four stormy years, continues to make the news.

Judith Albino is seeking another university presidency, and has accused Boulder faculty leaders of deliberately "participating in a campaign to destroy" her candidacy for the presidency of the University of Iowa and those at two other schools.

Having filed a "notice of injury," her lawyer threatens to sue over negative reports by the current and former chairmen of the Boulder Faculty Assembly that found their way to the Iowa school, according to *The Chronicle of Higher Education* on April 5, 1996. Macon Cowles says the evaluation has been circulated electronically, which he calls the equivalent of "high-tech stalking."

Albino also accuses Carol B. Lynch, dean of the grad school, of making false statements about her by suggesting she's "bashing" the Boulder campus.

In a separate action, Albino was subpoenaed to testify in a harassment case against former Boulder campus chancellor James Corbridge.

Jennifer Miller says she was forced out of her job as Corbridge's office manager after rebuffing his sexual advances. Albino reportedly told the regents that Corbridge had been sexually involved with four female subordinates, activities that interfered with university business.

Albino also described harassment by Corbridge of an assistant in her office. The assistant was ready to quit until a male VP told Corbridge to cool it. Corbridge stepped down as chancellor in 1994, returning to the classroom as a law professor there.

The *Rocky Mountain News* of March 22, 1996, describes the Corbridge case as "...the latest in a string of sexual harassment and discrimination allegations on the Boulder campus that have already cost more than $2 million in settlements."

WOMEN
IN HIGHER EDUCATION

Editor and Publisher: Mary Dee Wenniger
Copy Editor: Barb Brady
Contributors: Melanie Conklin, Doris Green, Dianne Jenkins
Graphic Artist: Lisa H. Heaselden
Career Connections: Mary Zenke

Mission: *To enlighten, encourage, empower, and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.*

Women in Higher Education is published monthly twelve times a year by The Wenniger Company. Editorial offices and subscriptions: 1934 Monroe Street, Madison WI 53711-2027. Phone (608) 251-3232. Fax (608) 284-0601. Annual subscription rates: $79 US, $89 Canada (US funds), $99 elsewhere. Copyright 1996 by The Wenniger Company. All rights reserved. Photocopying is illegal and unethical. Write or call for discounted multiple subscription rates. Second class postage paid at Madison WI. **POSTMASTER:** Send changes to *Women In Higher Education*, 1934 Monroe Street, Madison WI 53711-2027.
ISSN: 1060-8303. *WIHE* Web Site: http://www.itis.com/wihe

Marianne Stanley Holds Out for Equity, Lands Top UC-Berkeley Coaching Post

It's taken three years and dozens of applications, but former University of Southern California coach Marianne Stanley finally landed another big-time coaching job last month.

As head coach of the University of California-Berkeley women's basketball team, she will earn the same base salary as the men's team coach, about $110,000 a year, under a four-year contract.

Stanley has been looking for a steady job since 1993, when her contract at the University of Southern California was not renewed because she asked the school to raise her base pay from $60,000 to $130,000, equal to that of the men's team coach.

The next month she filed an $8 million lawsuit against the school and its athletics director, which a district court judge dismissed but she has appealed.

Stanley gained visibility this spring as co-coach of the Stanford women's basketball team that appeared on nationwide television on the Final Four. But it was just a one-year gig, as she filled in for veteran coach Tara VanDerveer, who is coaching the U.S. women's Olympic team this summer.

Stanley is excited to be a head coach again, although the struggling Cal team slipped to just seven wins in 27 games last year. "My life's work is to have an impact on the lives of student-athletes through basketball," she is quoted in the *Wisconsin State Journal* April 12, 1996.

Ohio State U Gets First Woman Trustee; Politician Collects Other Candidates

Ohio Gov. George V. Voinovich just appointed OSU's first woman trustee, Tami Longaberger.

To assure more women as trustees, a new program collects resumes of women interested in serving on the state's university and college boards of trustees. State Senator Linda Furney held a press conference to publicize the application process, reports the OSU student newspaper, *The Lantern* on February 16, 1996.

She credits the women of Ohio State University, who organized a petition drive to back legislation setting up the new program. The drive "made it very clear to the governor that this issue was very important to them," Sen. Furney said.

Women will bring a different perspective to the boards, because of their personal experiences with issues such as sexual harassment and security on campus, she noted.

Athletes' Title IX Suit Against Saint Leo Brings New Resources for Team Now

"All of a sudden we're getting a ton of stuff we never had," says a member of the softball team, following the filing of a gender equity lawsuit by five current and former softball players and two former coaches at Saint Leo College FL.

The stuff included new uniforms, a new scoreboard and improved grass on the softball field. But deeper problems remain, the player reports, and her teammates were justified in suing. Just maybe those complaints made five months ago, and the lawsuit, are having an effect.

Their recently filed suit details many inequities compared to the men's team: less travel and meal money, inferior equipment, less academic tutoring and a playing field lacking lights and batting cages.

Coaches Ray Carver and Jerry Miller say they were suspended last year for supporting the women's quest for equity, while the college says it was for pocketing athletic department funds.

Each athlete is asking for at least $50,000 while each coach wants at least $1 million.

Reporting are *The NCAA News* of March 25, 1996 that quoted the *St. Petersburg Times*, and *The Chronicle of Higher Education* on March 15, 1996.

Stanford's Institute for Research to Explore Gender-Based Medical Research

Now that medical science is finally starting to do research on women, perhaps it's time to tie it all together. Under a $100,000 grant, Stanford University is investigating starting a Center on Gender-Based Medical Research.

It would be part of Stanford's Institute for Research on Women and Gender, established in 1974 as the nation's first academic center of its kind.

Institute Director Iris F. Litt, MD, seeks to "bring together researchers at Stanford and around the world to collaborate in order to expand the knowledge base about women and improve their health status." The center would be multi-disciplinary, connecting those in humanities, social science, law, education and other areas.

They will check for interest and support for the center, establish objectives, contact existing national research centers, establish a data base, set up a program for junior faculty researchers in women's health and establish a small-grants program for Stanford faculty across the disciplines.

Connect with Iris Litt at Stanford University, Serrah House, Stanford CA 94305; (415) 723-1995.

Sex Bias Cases in Three Southern States Challenge Inequities in Athletics

- Former Alabama State athlete Audra Beasley, whose allegations of not receiving proper medical care in 1991 prompted NCAA sanctions and the firing of three coaches, is suing the school and administrators for Title IX violations for not treating female and male athletes equitably.

She is seeking a jury trial and punitive damages for all female athletes at Alabama State since October 1994, according to the *Birmingham Post-Herald* of March 21, 1996.

- At the University of Kentucky, a lawsuit by former men's basketball trainer Joanne Hauser now provides details of specific charges against head coach Rick Pitino and AD C.M. Newton.

Hauser says Pitino wanted to replace her with a male trainer, telling her he was too self-conscious about his language with players when she was within earshot and that women trainers should work only with women's teams. AD Newton suggested that her working with the women's team would allow her to "get married and have a social life."

The details were obtained by Lexington TV station WTVQ and reported in *The Atlanta Journal-Constitution* on March 19, 1996.

- The attorney for fired West Georgia Tech women's basketball coach Sheila Collins planned to sue the school and AD Ed Murphy in April for Title IX damages that prevented her from success there.

Atlanta attorney Alan Manheim says her two-year record of 11 wins and 42 loses, including no wins in 26 games this year, is a direct result of gender inequities in resources for recruiting, facilities, coaching support and other amenities compared to the men's team, reports *The Atlanta Journal-Constitution* on March 7, 1996.

Attorney Manheim told *WIHE* the suit would ask for Collins' job back and prevent the school from replacing her, plus compensatory and punitive damages to deter the school from more bias against women.

As evidence, Manheim cites the women's team's 10-year-old uniforms, "disgusting dressing rooms not presentable to recruits," and road trips where the men players had 12 rooms while the women had six.

Emory U Settles Harassment Lawsuit by Former Employee Against Fox-Genovese

With CBS cameras ready to roll on the first day of the trial, attorneys last month announced settlement of the sexual harassment case against nationally known historian Elizabeth Fox-Genovese brought by a former protege.

Although both sides refused to divulge specific terms, former Emory employee L. Virginia Gould celebrated with champagne and said she "couldn't be any happier." She had sued for $2 million, recently rejecting a settlement offer of $175,000.

Woman's studies program director Elizabeth Fox-Genovese hired Gould as her assistant director in August 1991. Gould says that Fox-Genovese then subjected her to verbal tirades followed by demands for hugs, and often asked her to perform personal services such as running errands, walking her dog and hosting a party, requests that she would not have asked of a male employee.

Gould said she left the job after a month and a half at the urging of Emory officials, suing in 1993.

Fox-Genovese, an outspoken critic of feminists and political correctness in higher education, stepped down as director of the women's studies program at Emory shortly after Gould left, but remains a professor of humanities there. She dismisses the case as a "personal vendetta" arising from a personality conflict between the two, according to *The Atlanta Journal-Constitution* of March 22, 1996.

NCAA Reports Softball Is Exploding

This year, softball is scoring better than soccer as an expansion sport for women. Last year the NCAA reported 69 new soccer teams and only 10 new softball teams, but this year it reports 57 new soccer teams and 82 new softball teams at member schools.

At Virginia Tech, gender equity was a key consideration in establishing the new team, noted assistant coach Rebecca Aase. Also adding interest is the Silver Bullets professional women's baseball team that is touring the country, and the increase in the number of fast-pitch players, she said.

The school plans to build a new $2.25 million women's softball facility and add softball scholarships for women, according to *The NCAA News* on March 25, 1996.

Wanted: Success Stories on How Faculty Balance Work and Life

Do you have any strategies, comments or ideas on how to do it all in a 24-hour day?

Judith Gappa, VP for human relations at Purdue University IN, is seeking additional sources for an AAHE report scheduled for fall publication called *Balancing Personal and Professional Lives*. It examines the conflicts faculty face as they try to balance personal and professional lives, and reports what some schools are doing to help reduce stress.

Some schools are committed to flexibility and have a culture that communicates "we want to work out a mutually beneficial arrangement that makes it possible for you to succeed." Others offer eldercare in addition to childcare and reward tenure for "full professional effort" even if the faculty member works less than full time. Some offer less support.

To contribute, contact Judith Gappa at Purdue University, 1075 Hovde Hall, West Lafayette, IN 47907-1075; E-mail: jmgappa@humanrel.purdue.edu.

For a copy of the fall report, send $10 to: AAHE Publication Orders, Box WPB1, One Dupont Circle, Suite 360, Washington DC 20036-1110; (202) 293-6440 ext. 11; Fax: (202) 293-0073.

STAYING TUNED

Women Win Entry to Oxford & Cambridge Club After Resignations Protest Sex Bias

For the first time ever, a woman will be invited to join the all-male Oxford and Cambridge University Club this spring. The invitation follows last year's resignation of 69 of the 73 heads of colleges, protesting the club's refusal to admit women as full members. (See *WIHE* April 1995.)

This year, the college heads waged a campaign to get women into the club, polling the members to find that 85% supported women as full members, and pointing out that about 40% of the students at Oxford and Cambridge universities are women.

Previously the club had invited women to be non-voting associate members only, who were not allowed access to the bar or library, according to *The Chronicle of Higher Education* on April 12, 1996.

Strategies to Move Up in Campus Leadership

By Linda Hartsock and Martha Burns
Integrated Options, Inc., Alexandria VA

Ed. note: Presented as part of a March workshop for women administrators and faculty at the University of Nebraska-Omaha, these ideas can boost your career.

When you find yourself magnetically attracted to job ads for no particular reason, it's time to take a hard look at where your campus career is going.

If you decide you want to join or move up in administration, a preliminary step is defining how you characterize the change. More salary? Larger staff? More authority? More perks, like credit cards or school car? More visibility on campus? More status, or a more desirable status? More travel?

For some, it's a step up the hierarchy. For others, it's moving from non-academic to academic administration, or vice-versa. Or moving from one VP spot to another, or leading the faculty senate, with more visibility but seldom lots more salary.

But first, you need to determine whether your best bet is to *move up* where you are now, or *move out* of your present department, division or job. Making the determination is tough, but it will be easier if you consider these factors:

- **What ties you to the present site?** Consider kids in school, husband's job in the same school or area, close relationships with colleagues, important commitments in the community, relatives nearby and whatever else is important to you.
- **What conditions in your present job keep you from moving up?** For example, if you were a grad student or support staff at your school, this image is difficult to shed, and you may always be seen in that role, no matter what.
- **What benefits can you gain by leaving the site?** Perhaps it's extrication from a situation in which people knew you when you were less motivated or qualified for an administrative role. Or a separation from people who add stress to your life, such as a former husband or difficult colleague. The opportunity to meet new people and enjoy new surroundings also can be benefits.
- **What are the liabilities of your deciding where you really want to be,** before such a position is available? The question may seem obvious, but women have languished and delayed their own administrative progress for years, because they just *had* to be at a particular school or in a particular geographical area. Another option is to go for a lateral move to make your way in, and then used internal promotion options to get where you want to be.

Having decided where to go, this toolbox of strategies can help:

1 **Socially integrate with the group in control.** You can't move up until you are in the network, the group or social set that controls the game.

There are only two entry routes, self-deprecation and service. Too much self-deprecation makes you appear unattractive to the group. Too much service steals the limelight and can also lower your attractiveness. By being aware of the extremes, you can avoid them.

2 **Recognize the difference between power and authority.** One can wield power with little authority, or have authority but have little power. Think of power as an exchange relationship.

For example, your boss wants greater national visibility. As a member of the program committee for a national conference, you get your boss on as a keynote speaker. You've earned some "power chits." Be sure you recognize that you have them, and play them at the strategically advantageous moment.

If power is truly an exchange relationship, then only one who has something you want or need has power over you. When you tire of someone else wielding that power, ask yourself what that person has that you need? If you can do without it or get it elsewhere, you may decide to change jobs, rather than tough it out where you are.

3 **Develop skill in negotiation,** a science rather than an art. Women rarely are well skilled in negotiating and often fail to realize that it should produce win-win situations. Here's a few quick tips:

1. Never assume that what *you* want is what *others* want. Find out precisely what the other wants, and build it into your plan.
2. Ask for more than you want or expect, and settle for what you *really* wanted, in FTEs, budget or space.
3. Never try to negotiate over the phone, because face-to-face provides so many more clues.
4. Never jump at a first offer, no matter how attractive.
5. Refer to a higher authority to buy time and reaffirm your position: "I'd like to do business with you, but what my budget committee has allocated just doesn't agree with the prices you are quoting."

4 **Volunteer for assignments** to get experience and to develop the skills you'll need in a future position.

Help out in another office, serve on a non-profit's committee, seek an appointment on a state or national task force or association, or find a colleague who does what you'd like to do and offer to take on a special project.

Volunteering helps you by: letting you test whether you have the aptitude or skills needed to do a job, helping you prove yourself to someone who can serve as a reference, giving you a new line on your resume that speaks directly to the area you want to emphasize and establish credibility in, and separating you from the crowd, as one who is committed, well-organized and self-motivated.

5 **Think outside the box.** New problems, situations and issues demand creative new solutions. Instead of going with your first thought, try something new. Here are some techniques:

Brainstorm with yourself, colleagues or friends what could be done if there were no constraints on human or financial resources. Then try to think of ways to get there on what you have or can get.

Read new books or listen to audio tapes to get new ideas on organizational behavior, personnel issues or other management topics. But don't ignore novels, magazines, TV or the news as sources of ideas you can recycle as potential solutions.

Play out "what-if" scenarios, the more off-beat the better. Play them through several times to ascertain who the cast of characters would have to be, and how they would have to play their roles, for your solution to work. Does it have a chance?

Put the best to the test. When you've developed what you consider a viable idea, don't spit it out all at once. Talk to your "cast of characters" about their roles, planting the seeds for acceptance of your plan. Entice others to buy into it and make it their own. Then you can present your idea, knowing your supporters will endorse it.

6 Build "idiosyncrasy credits" and use them wisely. If you are person who typically follows the rules, coming to meetings on time and generally cooperating and complying with direct requests for participating in campus events, you are "banking" idiosyncrasy credits as you go. From time to time, you can cash in these credits and use them to your advantage.

For example, if you want to move up in an organization, you may want to take an unpopular but notably principled stand on an issue. Since this would be contrary to your typical behavior, you'd be spending "idiosyncrasy credits" to do so, but you would be gaining stature as a person of integrity who has the courage to not just go along with the crowd.

You can spend these credits only on rare occasions, as they take years to accumulate and only a few minutes to spend. If you try to overspend them, you'll soon be labeled a malcontent or a crackpot. Carefully spent, idiosyncrasy credits can be a singularly valuable asset that money can't buy.

7 Create a SLR system for yourself. Borrowed from counseling language referring to a support-listen-respond model, this strategy uses another person to help you think through options.

A friend or colleague can be a devil's advocate to challenge your unspoken assumptions, assess your skills and deficiencies objectively, and consider alternative ways to handle situations.

This person need not always agree with you, but must be a supportive "I'm on your side" person. You'll need to trust this person implicitly, value her or his ability to critically but not judgmentally assess you and your skills.

By using a SLR system, you control your moves, build your confidence and skills while choosing the openings that seem right for you, all in a supportive relationship seasoned with constructive criticism and feedback. In turn, you can do the same for another colleague, creating yet another win-win situation.

Dramatic Increase in Women Faculty But Average Salary Still Lower

In the last six years, women faculty have "made steady and very rapid growth." They now represent 32.3% of faculty members, up from 27.4% six years ago, according to the annual American Association of University Professors study of 2,230 schools released last month.

But because more women are joining the faculty at entry-level and junior ranks, their average salary is still about 30% lower than that of men, a number that has been consistent for about 15 years.

Lower salaries for women also result from their congregating in lower-paying departments like history, English and education. "Men disproportionately go into the hard sciences, engineering and business, which are relatively high paying," explained Daniel S. Hamermesh, the professor of economics at the University of Texas at Austin who wrote the report.

Tenure is another faculty variable. About 81% of faculty women are in tenure track jobs, compared to 92% of faculty men. Of those on the tenure track, about 48.3% of women have tenure compared to 72% of men.

Rank also affects pay differentials. The gap is largest at the top, with women full professors earning an average of $58,990, or $7,750 less than the men's average of $66,740, figures that have been adjusted for differences in age and hours worked per week.

Average 1995-1996 Faculty Salary by Gender/Rank

	Women	Men	Difference	
Professor	$58,990	$66,740	$7,750	-11.6%
Associate	46,030	49,390	3,360	-6.8
Assistant	38,630	41,250	2,620	-6.4
Instructor	30,340	31,550	1,210	-3.8
Lecturer	32,090	35,720	3,630	-10.2

Schools where women tend to congregate reported the highest faculty salary increases over the last 10 years. At church-affiliated schools, salaries rose 64.4%, compared to 57.8% at private/independent and 51.4% at publics.

A report by the New Jersey Institute for Collegiate Teaching and Learning at Seton Hall University agrees.

Based on data from the U.S. Department of Education, it reports the proportions of women and minority faculty are growing rapidly. Fully one-third of all faculty are considered new hires, having started academic careers in the last seven years.

Women make up almost 41% of the new hires, compared to about 28% of the senior faculty. Newly hired women outnumber newly hired men at both liberal arts and community colleges, but account for only a third of the new hires at doctoral schools. Women earn only about 37% of doctorates. Of those newly hired at research schools, just over 41% of the full-time female faculty have doctorates, compared to 59% of male faculty.

At both junior and senior levels, women are "far more likely to be employed in non-tenure track positions than males," the report notes. Of new hires, 15.6% of women already have tenure, compared to 27.5% of men. Among senior faculty, 60.9% of women have tenure, compared to 79.3% of men.

Reach more than 12,000 readers here each month for as little as $230, and millions more on our World Wide Web site, http://www.itis.com.wihe

Ⓦ indicates the full text of this announcement is available on the Web site. Call Mary Zenke (608) 251-3232 for details. The June issue closes May 20, 1996.

PRESIDENT

UNIVERSITY OF CONNECTICUT

The Board of Trustees of the University of Connecticut and its Advisory Search Committee invite nominations and expressions of interest for the position of President.

The University of Connecticut, a Research I, Land-Grant, Sea-Grant institution, serves approximately 22,000 students at Storrs and at seven other campuses across the state. In addition to its undergraduate programs, the University offers graduate and professional degrees in fourteen colleges and schools, including medicine, dental medicine, and law.

We seek an outstanding individual with the leadership experience, management skills, and academic understanding to guide the University into the next century.

The position is available July 1, 1996. Applications from women and minority candidates are encouraged.

Nominations and expressions of interest should be directed as soon as possible to:

John H. Kuhnle
Managing Vice President
Korn/Ferry International
Presidential Plaza
900 19th Street, NW
Washington DC 20006-2105
Fax (202) 822-8127

The University of Connecticut is an Affirmative Action, Equal Opportunity Employer.

College President

Florida Community College at Jacksonville

The District Board of Trustees invites applications and nominations for the position of College President of Florid Community College at Jacksonville. The College President reports to an appointed board of eight trustees. The Board is seeking a strong visionary leader who is committed to excellence and to leading a dynamic college into the 21st century.

Application Information

The profile brochure which contains details on Florida Community College at Jacksonville, the Opportunities and Challenges, the Presidential Profile, and the application instructions should be requested by contacting: **Ms. Linda Giddens, Liaison to the Presidential Search Committee, Florida Community College at Jacksonville, 501 West State Street, Jacksonville, Florida 32202. Telephone: 904/632-3203; FAX: 904/632-3393; E-Mail: lgiddens@mercury.fccj.cc.fl.us**

For additional information contact: **Elizabeth Rocklin, Association of Community College Trustees (ACCT); 1740 "N" Street NW, Washington, DC 20036; Telephone: 202/775-4667; FAX: 202/223-1297**

Florida Community College at Jacksonville is an equal access/equal opportunity affirmative action institution. Women and minorities are encouraged to apply. FCCJ operates under Florida's Sunshine Law, Search Committee meetings are open to the public, and all applications, nominations, resume and other documents related to the search will be subject to review on request by the media or the general public.

An ACCT Search Ⓦ

CALIFORNIA STATE UNIVERSITY, HAYWARD

VICE PRESIDENT FOR STUDENT AFFAIRS

DESCRIPTION

The Vice President for Student Affairs is the University's chief advocate for the personal and cocurricular development of California State University's diverse and dynamic student population. He/She reports directly to the President and is responsible for the planning, development, coordination, review, and administration of all student services. In addition, the Vice President prepares the student affairs budget and monitors student affairs personnel policies. The Vice President supervises: Student Health Services, the Student Disability Resource Center, Career Development Center, Student Financial Aid Services, Housing and Residential Life, University Advisement Center, Student Life Programs, TRIO Programs (EXCEL & Upward Bound), Department of Public Safety and serves as liaison with Associated Students and the University Union. The Vice President is the University Student Disciplinary Officer.

QUALIFICATIONS

- earned doctorate from an accredited college or university
- a minimum of 5 years in a senior level position(s) above the level of director in student affairs/services, knowledge of current principles and practices in a wide variety of student affairs areas, and a commitment to the educational goals of a comprehensive diverse public university
- ability to work collaboratively with campus and community groups to establish and achieve the goals of the University within the tradition of shared governance
- demonstrated commitment to excellence in the provision of student services, academic freedom and due process, and to educational equity for a diverse student population
- achievements in promoting diversity and inclusiveness
- experience working with a culturally diverse, non-traditional age student population; documented record of advocating student rights and responsibilities
- documented administrative skill in areas such as, budget, personnel, staff and program policy development, assessment, and information technology

RESPONSIBILITIES

- manage and integrate programs and services which support student access to the University and create cocurricular educational experiences essential to students' development, academic success, and preparation for the future
- develop a long-range plan, an annual budget, an assessment strategy, and allocate resources to units of student affairs
- direct the appointment and professional development of student affairs staff ensuring affirmative action, equal opportunity, diversity, and inclusiveness
- represent CSUH within the California State University System and before agencies and organizations external to the University System

SALARY

Salary will be competitive and commensurate with experience.

APPLICATIONS

Review of applications with begin on May 28, 1996. Women and minorities are encouraged to apply. Applications must include a resume and a letter that specifically addresses how the candidate's education, skill, and experience relate to the position announcement. Finalists will be asked to supply three current letters of reference. Please submit nominations and applications to:

Dr. Bette Felton, Committee Liaison
Vice President for Student Affairs Search Committee
Office of the President
California State University, Hayward
Hayward, CA 94542

CSUH is an Equal Opportunity/Affirmative Action Employer and does not discriminate on the basis of age, race, color, national origin, sex, sexual orientation or disability. The University is committed to the principles of diversity in employment and to create a stimulating learning environment for its diverse student body.

Additional Information may be obtained from our Web Site at http://www.csuhayward.edu

BEST COPY AVAILABLE

Knox College

Founded 1837

GALESBURG, ILLINOIS

VICE PRESIDENT FOR FINANCE AND TREASURER

Knox College invites inquiries, nominations and applications for the position of Vice President for Finance and Treasurer. The Vice President for Finance, reporting directly to the President, oversees the College's business office, is responsible for budget preparation and management, and is administratively responsible for all financial operations, transactions, and policies of the College regarding investments, trust administration, real estate transactions, and insurance programs. The Vice President for Finance and Treasurer also serves as the College's liaison with legal counsel, investment advisors, and external auditors and works very closely with the College's Board of Trustees.

The position requires a minimum of a Bachelor's degree and at least eight years of progressively responsible and directly related experience. Previous experience in higher education is preferred. Thorough knowledge of finance and accounting, demonstrated capabilities in financial planning and budgeting, excellent communication skills, an exceptional ability to supervise and manage people, and a strong commitment to quality and service are critical elements for success in this position.

Applicants should send a letter describing their qualifications for this position along with a copy of their resume to:

Vice President for Finance and Treasurer Search
Knox College
Box K-152
Galesburg, Illinois 61401

Applications will be reviewed as they are received, and the search will continue until the position is filled. Salary for this position is competitive and commensurate with experience.

Knox College is an independent, residential, co-educational four-year liberal arts college founded in 1837. Enrollment is approximately 1100 students. Knox offers the bachelor of arts degree in 25 majors and programs. Galesburg, with a population of 33,500, is located 180 miles southwest of Chicago, 45 miles northwest of Peoria and 200 miles north of St. Louis.

Knox College is an affirmative action, equal opportunity employer. In keeping with its 150 year commitment to equal rights, the College welcomes applications from individuals in under-represented groups.

YOUR JOB ANNOUNCEMENT HERE
reaches and demonstrates support for
12,000 women in higher education,

including
administrators
academic leaders
and faculty

This is the *only* monthly publication dedicated to serving women who work on campus.

- Cost for an ad larger than this is just $230.
- Deadline for the May issue is April 19.
- Free typesetting and design included.

To receive a rate sheet or place your announcement, please call Mary Zenke at (608) 251-3232.

The Governing Board of the

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

invites applications for:

DEPUTY CHANCELLOR

Master's degree plus five years full-time administrative experience in business or fiscal services; a variety of experience in higher education which has prepared the applicant to provide leadership as Deputy Chancellor; experience as a faculty member. Salary is negotiable approximating the College Presidents level of $102,000 annually.

VICE PRESIDENT, INSTRUCTION

Master's degree and two years of full time post secondary experience in teaching, counseling, or other academic service functions, in addition to at least two years of full-time college administrative experience. Salary is commensurate with professional experience and the District's management salary plan. Current salary range is $71,214 - $88,382 annually.

Filing deadline: May 14, 1996, 4:30 p.m.

Application information may be obtained from

Ventura County Community College District
Human Resources Department
71 Day Road
Ventura CA 93003
(805) 654-6424

Internet Address: wolson@vcccd.cc.ca.us

RESUMES ONLY WILL NOT BE ACCEPTED.

"The Ventura Community College District is an affirmative action, equal opportunity employer and actively seeks the candidacy of ethnic minorities, women, persons with a disability and Vietnam-era veterans."

VICE CHANCELLOR AND PROVOST

UNIVERSITY OF WISCONSIN-EXTENSION
MADISON, WI

The University of Wisconsin-Extension invites nominations and applications for Vice Chancellor/Provost. UW-Extension leads and coordinates a statewide Extension program, with and through the 15 other UW institutions and 72 county Extension offices.

Responsibilities include: deputy to the Chancellor; leadership for strategic and budget planning, academic affairs, program review and personnel administration; development of collaborative programs/relationships with external organizations; policy development; administration of inter-institutional agreements; management of administrative support units; liaison with faculty/staff governance, and external agencies and groups; leadership for development and use of new and innovative educational technology.

Qualifications include: academic and professional accomplishment sufficient to command the broad respect of the academic community and to provide educational leadership for UW-Extension in WI and nationally; demonstrated executive management experience (budgeting, financial planning, policy development); progressively responsible administrative leadership experience, preferably in higher education; experience with university extension/outreach; understanding of distance education/instructional technologies; commitment to meeting the needs of diverse audiences; terminal degree.

Appointment available 8/1/96.

Send cover letter, professional resume, and names, addresses, and phone numbers of three references by **6/10/96** to:

Dr. Ayse Somersan
Chair, Search Committee
527 Extension Bldg.
432 N. Lake St.
Madison, WI 53706
(608-262-3786).

W-Extension is an equal opportunity, affirmative action educational institution. Minorities and women are encouraged to apply. Under WI statutes, UWEX is required to respond to requests for names of nominees and applications who have not requested in writing that their identities be confidential. The identities of all finalists must be released upon request.

PROVOST OF THE COLLEGE

California College of Arts and Crafts

The California College of Arts and Crafts (CCAC) is seeking an experienced, hands-on professional to lead the College into the 21st century and to further the development of its mission to provide educational excellence for visual artists, architects and designers. CCAC is an independent college, founded in 1907, which offers a comprehensive range of programs. Three principal academic units (Fine Arts, Architectural Studies, and Design) and six programs (the Core Program, Humanities & Sciences, and Graduate Division; the Libraries; Student Affairs; and Extended Education) fall under the jurisdiction of the Provost.

Serving as the chief academic officer of the institution, the Provost is responsible for providing leadership to the faculty and the institution regarding the College's academic life. In addition, the Provost will supervise departmental staff; interact with faculty governance committees; lead the implementation of the strategic plan; oversee the development and management of the academic budget; coordinate overall curriculum planning and development; and assume responsibility for faculty recruitment, selection, development, and evaluation. The Provost is expected to demonstrate a commitment to faculty interests and aspirations and to represent the college in the community with professional and arts organizations.

The position requires an advanced degree(s) or equivalent professional experience in one or more of the College's disciplines and demonstrated skills in arts education administration and/or closely related program management and fiscal affairs. The ideal candidate must possess experience in teaching, accreditation, and development work. He/she shall have a strong, demonstrable commitment to the arts and to humanities & sciences as well as the proactive use of assessment data for the improvement of teaching and learning. He/she must also be a consensus builder with a proven record of working effectively in broad consultation and collaboration with faculty, staff, administration, and students. An open and communicative style and a keen awareness of and appreciation for the full spectrum of visual arts, architecture, design, and liberal arts are essential.

Salary is commensurate with experience. This position offers a full range of benefits, including medical, dental and retirement plans. Screening begins immediately and will remain open until filled.

Applicants are invited to submit a letter of interest reflecting philosophy and experience with regard to arts education as well as resume, salary requirements, the names & numbers of 3 professional references, to

California College of Arts & Crafts
Attn: HR Director
Job #1175-CHE
5212 Broadway
Oakland, CA 94818-1487.

Equal Opportunity Employer

ST. OLAF COLLEGE

ASSISTANT DEAN OF STUDENTS

Full-time, year round position available for an assistant dean of students with primary responsibility for academic and adjustment counseling and academic review of junior students as well as for providing educational programs regarding diversity to the campus community. Additional responsibilities include serving as the assistant for the student judicial process, coordinating staff development, developing publications.

Qualifications include M.A. in Counseling, Student Personnel, or related field; 3-5 years' related experience in higher education administration and work with diverse populations, strong interpersonal communication skills, demonstrated ability to work effectively with campus constituencies, excellent conflict resolution and problem solving skills, commitment to and understanding of liberal arts education in church related college.

To apply, send letter of interest, resume, and three letters of reference to

Assistant Director of Human Resource
St. Olaf College
1520 St. Olaf Avenue
Northfield, MN 55057
(507) 646-3068

Fullest consideration to applications received by 5/10/96
to start as soon as possible.

Women and minorities are especially encouraged to apply.
EOE

Dean, College of Education and Professional Studies

CENTRAL WASHINGTON UNIVERSITY

Central Washington University invites nominations and applications for the position of Dean of the College of Education and Professional Studies. The dean is the chief academic, administrative, and fiscal officer of the college and reports to the provost/vice president for academic affairs. Departments within the college include: aerospace studies (AFROTC); administrative management and business education; curriculum and supervision; family and consumer sciences; military science (AROTC); physical education, health education and leisure services; industrial and engineering technology; teacher education programs; and the Center for the Preparation of School Personnel.

Central Washington University is a comprehensive state university that serves more than 8,500 students in on- and off-campus programs. Bachelor's and master's degrees are offered through the College of Arts & Humanities; College of Education and Professional Studies; College of the Sciences; and School of Business & Economics.

RESPONSIBILITIES

The dean, as chief administrator of the college and the Center for the Preparation of School Personnel, provides leadership for the college in curriculum, personnel and budget matters. In addition, the dean is responsible for reviewing degree programs and exercising oversight of the curriculum with special emphasis on implementation of the mission and goals of the college and university. The dean is a member of the Dean's Council and maintains a close working relationship with all academic areas, including the other schools and colleges, library, graduate studies and research, the Office of the Provost and academic support services.

QUALIFICATIONS

Candidates must show evidence of: (1) significant successful teaching experience at the university level; (2) experience working in university administration at or above the department chair/program level; and (3) a terminal degree from an accredited university in a discipline considered part of the college.

Preference will be given to applicants who are able to provide evidence of: (1) excellence as teacher-scholars; (2) experience in promoting educational innovations; (3) successful programs of faculty development; (4) leadership experience in collaborative governance; (5) experience with strategic planning and program budgeting; and (6) a student-centered orientation toward administrative and academic responsibilities.

The successful candidate will also be able to clearly state a vision for the role of a college of education and professional studies within a regional comprehensive university, a commitment to affirmative action and appreciation of the goals inherent in cultural pluralism, and the ability to communicate and interact with diverse groups of faculty, students, and staff.

APPLICATION PROCESS

Screening will begin on May 6, 1996 and continue until a suitable candidate is appointed. The position becomes available July 1, 1996. Interested individuals are encouraged to request a position description by calling (509) 963-1901; fax (509) 963-3684; e-mail CEPSDEAN@CWU.EDU or by accessing the university's home page at: http://www.cwu.edu/www/cwu_univ.html.

Candidates must submit a letter of application, a current vita, and the names, titles, addresses, and telephone numbers of five references. The letter of application must address specifically and concisely the qualifications stated above. All materials should be sent to:

Dean Gary Lewis
Chair of the Search Committee
College of Education and Professional Studies Dean
Central Washington University
400 E. 8th Avenue
Ellensburg, WA 98926-7548

The University has a strong commitment to increasing the diversity of its faculty, staff and student body. CWU operates under an approved Affirmative Action Program and is especially interested in receiving applications from women, minorities, Vietnam-era veterans, disabled veterans, and persons of disability.

CWU is an AA/EEO/Title IX Institution

FOOTHILL COLLEGE

DEAN
LANGUAGE ARTS

Foothill College, located 40 miles south of San Francisco and in the heart of Silicon Valley, is now accepting applications for a Dean, Language Arts. The Dean is responsible for the vision, leadership, curriculum quality, class scheduling, personnel management and financial accountability of the division to serve students' needs and interests. The Division includes the departments of English, English as a Second Language, Foreign Languages, and Speech Communications.

Master's in a discipline within or related to the division or the equivalent

Application materials may be obtained from:

Employment Services
Foothill-DeAnza Community College District
12345 El Monte Road
Los Altos Hills, California 94022
(415) 949-6217 or
E-Mail: cms6438@mercury.fhda.edu

A resume or vita many not be substituted for a completed application.

Job #96082. Review Date: 5/10/96. AA/EOE

CHEMEKETA
COMMUNITY COLLEGE
SALEM, OREGON

Chemeketa Community College is a large, comprehensive two-year college known for innovation and regional leadership. The college is in Oregon's capitol city, Salem, Oregon. Applications are invited for the administrative and faculty openings listed below. An application and job announcement can be received by calling the personnel office at (503) 399-5009. To ensure consideration, application materials must be postmarked no later than midnight of the close date.

Administrative positions available:

Dean - Regional Education Services Division

Minimum qualifications: Master's degree or equiv; 5 years' broad-based exp. as administrator in accredited community college/college district, or equiv.; record of accomplishments in planning, budgeting, & managing personnel. **Deadline May 31.**

Director - Advising & Counseling

Minimum qualifications: Master's degree in guidance or counseling or equiv; 2 years' direct counseling exp; and management & supervisory background. Community college experience is preferred. **Deadline May 17.**

Faculty positions available:

- **Criminal Justice Instructor:** Req. Master's in criminal justice/related field, prior work exp. in one or more fields of law enforcement, adult or juvenile corrections, or parole and probation. **Deadline May 10**
- **English as a Second Language (ESL) Instructor:** Req. Master's in teaching English to students of other languages/related field. Note: temporary 1 year position thru 6/13/97. **Deadline May 10**
- **Forest Resource Instructor/Curriculum Developer:** Req. BS in forestry or forest science. Note: temporary position thru 6/13/97. **Deadline May 10**
- **Office Administration & Technology Instructor:** Req. Masters in business ed/related area; proficiency with MS/DOS, Windows, & Macintosh office applications. **Deadline May 10**
- **Clinical Nursing Instructor:** Req. Bachelor's in nursing, current Oregon RN license. **Deadline open.** Apply immediately.

Please send application materials to:

Chemeketa Community College
Personnel & Affirmative Action
PO Box 14007
Salem OR 97309

Chemeketa is an equal opportunity institution, values diversity in its workforce, and is committed to affirmative action; we encourage minorities, women, and persons with disabilities to apply.

DEAN, SCHOOL OF EDUCATION AND INTEGRATIVE STUDIES

POSITION ANNOUNCEMENT

THE UNIVERSITY: California State Polytechnic University, Pomona is one of 22 campuses in The California State University. It is located about 30 miles east of downtown Los Angeles, and is part of one of the most dynamic economic and cultural regions in the country. Noted for its beautiful and historic 1,400-acre campus—once the Arabian horse ranch of cereal magnate W.K. Kellogg—the university currently has an ethnically diverse student population of 16,600. Students are enrolled in 60 baccalaureate and 17 master's degree programs with approximately 900 tenure track and adjunct faculty. The university is committed to diversifying its faculty and staff, and has made educational equity one of its highest priorities.

THE SCHOOL: Formed in 1994, the School of Education and Integrative Studies brought together five campus units: Ethnic & Women's Studies Department, Interdisciplinary General Education (IGE) Program, Liberal Studies Department, Graduate and Professional Studies of humanities-based team-taught modules in which each unit participates. The school has 28 tenured/tenure track faculty and 20-30 part-time and full-time lecturers. Seventeen faculty from disciplines throughout the university teach in the credential program. Degrees offered include B.A. in Liberal Studies, proposed B.A. in the Department of Ethnic & Women's Studies (Gender, Ethnicity and Multicultural Studies Major, effective 1997), and M.A. in Education offered by the Department of Graduate and Professional Studies. Through Teacher Education a wide range of teaching credentials are also offered. The School is also committed to maintaining and extending professional education partnerships with school districts and the basing of a significant part of the professional programs on site in the schools. There are approximately 1,500 majors in Liberal Studies, Teacher Education, and Graduate and Professional Studies. This includes 500-600 people who are recommended each year to the State of California for teaching credentials and 125 who receive the M.A. in Education. Close to 500 students are either in an 8-course team taught general education sequence through IGE, are taking general education courses, or are completing the American Cultural Perspectives Requirement.

DUTIES & RESPONSIBILITIES: The Dean reports to the Vice President for Academic Affairs, serves as a member of the Academic Deans' Council, and works closely with other academic deans and directors, and with various Academic Affairs and Student Affairs personnel. The Dean is responsible for fiscal and personnel management, strategic planning, development, fundraising and advancement, fostering excellence in teaching, scholarship and research and encouraging diversity and educational equity. A critical role of the Dean is in building productive long-term relationships among students, faculty, staff, administrators, alumni, and with the surrounding community. It is expected that the Dean will have a council of community and education leaders and provide strategies to insure innovation.

REQUIRED QUALIFICATIONS: Candidates must have an earned doctorate appropriate to the mission of the School and qualifications for rank of Professor. The candidate must be conversant with the School's field of study and professional practice and have expertise in at least two fields. The candidate's commitment to interdisciplinary and multicultural scholarship and teaching along with a focus on linking the school's five units is crucial. Responsiveness to student and faculty needs, the ability to effectively communicate the strengths and accomplishments of the school to the wider university and public communities, and the ability to work with the public schools on educational reform efforts are required. All candidates should have a strong commitment to academic excellence; a productive record of grants and/or research project solicitation and management skills; a record of fundraising; the ability to work effectively within all levels of an organization; and the ability and sensitivity to work with diverse constituencies. They must also have an effective and collaborative leadership style to manage organizational and technological change, and knowledge of new management approaches that encourage creativity and improve efficiency through the empowerment of faculty and staff.

APPOINTMENT DATE/SALARY: The university seeks to fill this position by July 1, 1996. Salary is commensurate with qualifications and experience. The position includes an attractive benefits package.

NOMINATIONS & APPLICATIONS: Consideration of completed applications will begin on April 15, 1996, and will continue until the position is filled. Please address all nominations, inquires, requests for application forms, and application materials to:

Search Committee, Dean of SEIS
c/o Dr. Edward C. Hohmann
Office of the Vice President of Academic Affairs
California State Polytechnic University, Pomona
Pomona, CA 91768
Requests can also be made through E-MAIL:
<AVackrinos@CSUPomona.EDU>
FAX (909) 869-5255; or phone (909) 869-3410 to Ann Vackrinos.

California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer. The university subscribes to all State and federal regulations and prohibits discrimination based on gender, race, sexual orientation, national origin, handicap, marital status, age, religion, or veteran status. The university hires only individuals lawfully authorized to work in the United States.

BEST COPY AVAILABLE

PimaCommunityCollege

Tucson, AZ

Pima Community College is the fifth-largest multi-campus community college in the nation. Tucson is located in a lush desert valley surrounded by four mountain ranges. A multicultural, southwestern city with more than 447,000 people, it is renowned for its rich heritage and superb weather.

Desert Vista is the College's newest comprehensive campus offering transfer, occupational, general education and general interest courses.

DEAN OF STUDENT DEVELOPMENT

SALARY: From $56,381

PRIMARY DUTIES: Plans, directs, implements and evaluates the activities and operations of the Student Development programs and services for the Desert Vista Campus; coordinates assigned functions and activities with other college departments and campuses and outside agencies; and provides highly responsible and complex administrative support to the Dean of Instruction.

CLOSING DATE: OPEN UNTIL FILLED.

Applications received by May 20, 1996 will be reviewed first. Subsequent cut-off dates may be established periodically until the position is filled.

For the official application packet contact:

Human Resources - Rm 102
4905-D East Broadway
Tucson, AZ 85709-1190

(520) 748-4624
FAX: (520) 748-4662
TTY: (520) 748-4852

Ofc Hrs: M-F 8:15 AM - 4:45 PM

ADA accommodations available
EEO/AA

BOSTON ATHENÆUM

DIRECTOR AND LIBRARIAN

The Trustees of the Boston Athenæum invites nominations and expressions of interest in the position of Director. The current Director, Rodney Armstrong, has served the Athenæum for 23 years and leaves a vibrant organization housed in a well appointed building listed on the National Register.

Founded in 1807, the Boston Athenæum is one of the nation's oldest and most distinguished independent libraries. The Athenæum is a unique institution: it is an institution for research and general reading, for literature, history, and the arts. Its building is one of the most beautiful and fascinating in the country. In addition to an active membership of over 4,000, the Athenæum serves a multitude of scholars and visitors annually. Regularly planned events and exhibitions attract diverse constituencies. The Trustees are engaged in the silent phase of an ambitious campaign to enhance endowment, renovate a newly acquired adjacent facility, and complete a state-of-the-art technology plan.

The Trustees seek an individual who embraces scholarly pursuits, understands and values the work of a library in its technical as well as scholarly initiatives, cares deeply about books, and appreciates the mission of this great institution. The ideal candidate should be a leader who has led an institution or has had significant administrative experience, possesses the ability to develop strategic direction through consensus, and can create an atmosphere in which a professional staff will prosper. This new Director should be familiar with membership or volunteer organizations and demonstrate fund-raising skills. Finally, the Director will be an energetic respresentaive from the academic, museum, or library world.

Screening of background materials will commence on May 15, 1996, and will continue until the position is filled. Nominations and expressions of interest may be forwarded, in confidence, to:

Director's Search Committee
The Boston Athenæum
c/o Educational Management Network
8 Williams Lane
P.O. Box 792
Nantucket, MA 02554

The Boston Athenæum is an Equal Opportunity/Affirmative Action Employer

---

DeAnza College, located in the heart of Silicon Valley in Cupertino, California, is now accepting applications for a Dean of Counseling. Provide vision and leadership for the Counseling Center, Transfer Center, Health Services, RENEW (re-entry), and Relations with Schools Office. Review all programs and services to ensure that diverse ethnic, cultural and gender perspectives are addressed. Coordinate the Division's services and activities to promote student access and success. Organize and/or oversee planning for matriculation processes including student orientation, counseling and advising of students, monitoring and follow-up of targeted at-risk students. Master's degree or equivalent.

Application materials may be obtained from:

Employment Services
Foothill-DeAnza Community College District
12345 El Monte Road
Los Altos Hills, California 94022
(415) 949-6217 or
E-Mail: cms643@mercury.fhda.edu

A resume or vita may not be substituted for a completed application.

Job #96074. Review Date: 5/10/96

AA/EOE

DE ANZA COLLEGE

DEAN COUNSELING

BEST COPY AVAILABLE

Oregon Institute of Technology

DIRECTOR OF EXTENDED STUDIES AND DISTANCE EDUCATION

Oregon Institute of Technology invites nominations and applications for the position of Director of Extended Studies and Distance Education. The Director will assume the position on July 1, 1996, or a date prior to August 5, 1996. This is a full-time twelve month position.

OIT is one of the eight member institutions of the Oregon State System of Higher Education with an enrollment of 2200 students. The institution consists of two schools, the School of the Engineering and Industrial Technologies, and the School of the Health and the Arts and Sciences. OIT is primarily an undergraduate institution offering 6 Associate and 14 Bachelor of Science degrees. An interdisciplinary graduate program has been approved which will offer an M.S. Degree in Engineering Technology. In 1995, an M.S. degree in Computer Engineering Technology was initiated. OIT is located in Klamath Falls on the east side of the Cascade Mountain Range.

The Director reports directly to the Provost and provides supervision for an assistant director/cooperative education coordinator, and a staff of three others.

The Director has the responsibility of defining the future direction of extended studies (continuing education) and distance delivery of programs within a predominately self-support environment. The position requires experience and understanding in distance education, summer session program, and international programs. The Director must have expertise in fiscal planning and management.

QUALIFICATIONS:

- A master's degree; doctorate preferred.
- Experience in academic planning and the ability to manage the business functions of a self-support program.
- Demonstrated success in marketing strategies.
- Demonstrated knowledge and a record of successful leadership in extended studies (continuing education) and alternative education (distance learning).
- Excellent organizational and interpersonal skills.
- Experience in fostering successful business, industry, and community partnerships. Salary is commensurate with experience and qualifications.

Applications and nominations will be accepted until position is filled. Full consideration will be given to candidates whose applications are received by May 24, 1996.

Send cover letter which includes a personal statement of interest, detailed resume, and names, addresses and phone numbers of three professional references to:

Personnel Office #5A32
Oregon Institute of Technology
3201 Campus Drive
Klamath Falls, OR 97601-8801
(541) 885-1120

For additional information contact
Ronald Pribble, Search Chair
(541) 885-1397.

OIT is an Equal Opportunity/Affirmative Action/ADA employer

COLLEGE OF THE HOLY CROSS

DIRECTOR, CENTER FOR INTERDISCIPLINARY AND SPECIAL STUDIES

The College of the Holy Cross seeks an academic administrator with experience in faculty and curriculum development to direct its Center for Interdisciplinary and Special Studies. The Center is a primary site for innovation in faculty and curriculum development at the College. Therefore, we are especially interested in someone who is actively engaged in reflecting upon liberal arts education and able to think imaginatively about how best to implement significant curricular change.

The Center currently administers interdisciplinary concentrations in International Studies, Peace and Conflict Studies, African American Studies, and Women's Studies; houses programs in Gerontology Studies and American Sign Language and Deaf Community Studies; and is responsible for the College's Honors Program, Academic Internship Program, and Washington Semester program. On average, 400 students from all departments of the College are enrolled in one of the Center's programs each semester.

The Director reports directly to the Dean of the College and is advised by a committee composed of faculty members from throughout the College. The Director works with faculty, administration and students to develop and coordinate programs, courses, seminars, colloquia, conference, cultural events, and grants associated with the Center. The Director is assisted by an Associate Director and Assistant Director. He/she serves on a number of faculty committees and ordinarily teaches one course a year. The position of Director is an administrative appointment with faculty status.

Qualifications for this position include an earned doctorate, substantial experience as a faculty member and as an academic administrator, experience administering staffs and complex budgets, expertise in interdisciplinary inquiry in both teaching and research, a commitment to excellence in liberal arts education for undergraduates, and the ability to work with diverse constituencies. The position offers the opportunity to shape the development of interdisciplinary, experimental, and specialized programs within a highly selective liberal arts college community. the position will prove especially attractive to a person who enjoys interacting with faculty and students from a variety of disciplinary backgrounds and with a wide range of curricular interests.

Applications—which should include a statement of interest, c.v., and at least three letters of reference—and nominations should be sent to:

Chair, CISS Search Committee
Office of the Dean
College of the Holy Cross
1 College Street
Worcester, MA 01610

The review of completed applications will begin May 15, 1996.

The College of the Holy Cross is an equal opportunity employer and welcomes applications from women and persons of color.

PROJECT DIRECTOR CHILDREN'S LAW OFFICE

THE UNIVERSITY OF SOUTH CAROLINA

The Children's Law Office is a new grant-funded program with the overall objective of increasing the effectiveness of legal and administrative proceedings concerning children. It is operated as a partnership between the School of Law and the Institute for Families in Society at the University of South Carolina. Present funding supports a variety of educational initiatives related to child abuse and neglect proceedings, including training and technical assistance to participants in those proceedings.

Responsibilities of the position will include:
- development and administration of programs;
- planning and teaching an interdisciplinary law school clinical course on child abuse and neglect;
- overall administration of the office.

For this position, the University of South Carolina seeks an individual who combines an academic orientation, a background in juvenile law practice, and the creativity to develop this project into a vibrant contributor of interdisciplinary research, education, and technical assistance within the university and the community, including the bench and bar, law enforcement and social service agencies.

The Project Director will report to the Dean of the School of Law in this full-time, 12-month position, which will include a non-tenure-track faculty appointment in the School of Law.

Qualifications for this position include:
- a law degree and extensive knowledge of or experience in judicial proceedings related to child abuse and neglect;
- academic credentials suitable for an appointment at the rank of Associate Professor or Professor of Law;
- significant experience in development and administration of grants or contracts;
- a record of creative regional and/or national leadership.

Salary will be commensurate with qualifications of the candidate.

Nominations and applications, including a curriculum vitae and three letters of reference, and reprints should be submitted to:

Children's Law Office Search Committee
Institute for Families in Society
University of South Carolina
Columbia, South Carolina 29208

Nominations and applications will be accepted until **May 15, 1996.** Starting date for the appointment is September 1, 1996, or as soon thereafter as possible.

Women and minorities are encouraged to apply.

DIRECTOR OF FACILITIES MANAGEMENT

CENTRAL WASHINGTON UNIVERSITY

Central Washington University (CWU) is looking for a Director of Facilities Management Department responsible for all resources, services, personnel, maintenance, shipping, receiving, central stores, motor pool, and budgets for capital planning and construction. This includes a staff of 135+, a physical plant consisting of 40 buildings, a capital budget exceeding $100 million, and an operating budget of $5.3 million. Applicants with good human relations skills who understand the meaning of university community are encouraged to apply.

The successful candidate will be required to have a degree in a field related to facilities management; five years of progressively responsible experience in facilities management operations including: three years' demonstrated supervisory experience, financial management experience, and experience working with diverse constituencies in the delivery of service; and demonstrated expertise in communications and interpersonal skills.

CWU, a comprehensive state university that serves 8,500 students in on- and off-campus programs, is located in Ellensburg, a city of 13,000 which is a two-hour drive from Seattle. Situated east of the Cascade Mountains, the Kittitas Valley is known as one of the finest living environments in the Pacific Northwest. CWU offers a competitive salary and generous benefits including TIAA-CREF retirement program.

To obtain a position announcement including desired qualifications and application instructions, please call
(509) 963-2323
e-mail address "Onstotc@CWU.EDU"
or contact http://www.cwu.edu/www/cwu_univ.html.

Direct inquiries and applications to:
Ms. Caroline Onstot
Facilities Management Director Search Committee
Central Washington University
Ellensburg, WA 98926-7481

(509) 963-2323 FAX (509) 963-1623

Screening of applications will begin May 13 and continue until the position is filled.

AA/EEO, Title IX Institution

AMERICAN INSTITUTE FOR CONTEMPORARY GERMAN STUDIES
THE JOHNS HOPKINS UNIVERSITY

DIRECTOR OF DEVELOPMENT

The American Institute for Contemporary German Studies at The Johns Hopkins University seeks an experienced professional to direct its development efforts. The Director of Development is responsible for planning, implementing and managing a comprehensive development and public relations program including major gifts fund raising, corporate, foundation and public relations, publications and special events and will participate in the financial planning for the Institute. Specific responsibilities include the identification, cultivation, solicitation, stewardship and recognition of donors.

AICGS is a national center for research and analysis of contemporary developments in Germany. Affiliated with The Johns Hopkins University, AICGS is privately incorporated and is governed by an independent Board of Trustees.

Requirements are a Bachelor's Degree and five (5) years of increasingly responsible development experience with an emphasis on major gifts solicitation; a proven track record of successful fund raising; the ability to manage several projects simultaneously; and excellent oral, written and interpersonal skills. Experience in higher education, public policy or international studies institutions desirable. Familiarity with Germany advantageous.

Please send a confidential letter of application referencing the position title, your salary requirements and the names, addresses and telephone numbers of three professional references by May 31st to:

Executive Director
American Institute for Contemporary German Studies
1400 16th Street, N.W., Suite 420
Washington, D.C. 20036-2217

Information about AICGS is available at the following address on the Internet: http://jhuniverse.hcf.jhu.edu/~aicgsdoc/

AICGS is an equal opportunity, affirmative action employer. Women and minorities are encouraged to apply.

BEST COPY AVAILABLE

ST. CLOUD STATE UNIVERSITY

ASSOCIATE ATHLETIC DIRECTOR AND SENIOR WOMEN'S ADMINISTRATOR

SCSU invites applications for a position as Associate Athletic Director and Senior Women's Administrator, contingent on funding, to begin Summer, 1996. This position is a member of the management of the University and reports to the Director of Athletics with primary responsibilities for directing NCAA compliance activities, monitoring normal progress and student athlete support programs, and gender equity and Title IX planning and implementation. In addition, this person is responsible for the evaluation, supervision, and management of the internal operations of the Department of Intercollegiate Athletics including personnel management, facilities, support services, contest operations and assistance with budget management. SCSU is a member of the North Central Conference and has 18 Division II and one Division I (men's hockey) teams. Minimum qualifications include a Master's degree, working knowledge of NCAA rules and regulations and four years of full time equivalent experience in higher education athletic administration. Excellent communication, interpersonal, and organizational skills are essential. The successful candidate must provide evidence of a strong commitment to academics, adherence to NCAA compliance, and as strong working knowledge of computer systems and networking. Familiarity with the North Central Conference and Western Collegiate Hockey Association rules and regulations will be helpful.

To apply, submit a letter of application addressing personal qualifications, vita, transcripts (copies accepted for initial screening), and the names, addresses, and telephone numbers of at least three references who can specifically comment on your ability, experience, and professional preparation to:

Dr. Arthur Grachek
Search Committee Chair
MS 156
SCSU
720 Fourth Avenue South
St. Cloud, MN 56301-4498

Application and nominations will be considered until May 21, 1996.

SCSU is committed to a policy if nondiscrimination in employment and education opportunities. We recognize that the future of our nation and its higher education system depends on our abilities to educate a diverse student body and welcome applications from people of protected classes.

• LANE COMMUNITY COLLEGE •

Department Chair/Social Science Department

Closing 5/22/96

Department Chair/Performing Arts Department

Closing 5/24/96

Instructor (Half-Time)

Chemical Dependency Counselor Training Program
/Social Science Department
Closing 5/22/96

For application, job description and further information, please call:
(541) 726-2211
TDD (541-) 744-3999

Personnel Services
Lane Community College
4000 East 30th Avenue
Eugene, OR 97405

LCC application must be postmarked no later than closing date. A resume cannot take the place of the application form.

An Affirmative Action/Equal Opportunity Institution

DE ANZA COLLEGE

COUNSELOR PSYCHOLOGICAL DISABILITIES

DeAnza College, located in the heart of Silicon Valley in Cupertino, California, is now accepting applications for a Counselor, Psychological Disabilities. Function as a member of a support team to provide academic, career and personal counseling services to students with psychological disabilities. Participate in assessment of referred students, progide in-service training, organize and facilitate peer support groups, and liason and work with community agencies, professional organizations, universities, as well as the State Department of Rehabilitiaion. Master's degree or equivalent.

Application materials may be obtained from:

Employment Services
Foothill-DeAnza Community College District
12345 El Monte Road
Los Altos Hills, California 94022
(415) 949-6217 or
E-Mail: cms643@mercury.fhda.edu

A resume or vita may not be substituted for a completed application.

Job #96087. Review Date: 5/10/96

AA/EOE

WRIGHT STATE UNIVERSITY

SCHOOL OF PROFESSIONAL PSYCHOLOGY

DAYTON, OHIO

The School of Professional Psychology, Wright State University has two assistant professor positions, beginning in fall, 1996 or winter, 1997; with provision for professional practice, allowing additional experience and income.

Position 1 is for a clinical neuropsychologist to teach neuropsychological assessment and physiological psychology and supervise doctoral students.

Position 2 is open to candidates who can teach in three or more of the following areas: social, personality, developmental, geriatric, forensic, statistics, and research design.

First position requires license eligibility in Ohio. Second position is open to clinical and non-clinical psychologists. Applicants must hold doctorate in psychology and demonstrate ability to teach practitioner students. They must also show promise of developing programs of clinical research or model program development projects that are capable of attaining funding and that will be attractive to doctoral students in clinical psychology.

The School manages a community-based service center and a campus-based counseling center. Academic programs include an APA-accredited practitioner-model doctor of psychology (Psy.D) program in professional psychology, an APA-accredited internship program, and a postdoctoral fellowship program. A strong multicultural emphasis is present and the program strongly encourages applications from candidates who are eager to collaborate with a diverse faculty and student body. We are especially interested in receiving applications from members of all groups that are underrepresented in higher education.

Send letter vita and three letters of recommendation to

Wright State University

Sharon Daugherty
School of Professional Psychology
Wright State University
3640 Colonel Glenn Hwy.
Dayton, OH 45435.

Review of applications will begin May 15 and continue until positions are filled.
Wright State University is an Equal Opportunity/Affirmative Action Employer.

Assumptions of Gender & Race Shape Classroom Learning

During the past decade, women writers have explored how traditional classroom teaching that focuses on lectures and logical, abstract analysis is often incongruent with how many students actually learn. Women students especially seem to learn better from stories, examples and discussions.

In March, Jill Tarule, co-author of *Women's Ways of Knowing: The Development of Self, Voice, and Mind* (Basic Books, 1986), joined Frances A. Maher and Mary Kay Tetreault, co-authors of *The Feminist Classroom* (Basic Books, 1994), on a panel to discuss how assumptions of privilege shape the actual construction of knowledge in the classroom.

What do we do for faculty whose self-definition is built on being the expert?

It was part of the annual American Association for Higher Education conference in Chicago.

The three writers came to the discussion from different perspectives, yet their thinking about learning styles and stages coincided. The four psychologists who wrote *Women's Ways of Knowing* (Tarule along with Mary F. Belenky, Blythe M. Clinchy, and Nancy R. Goldberger) had focused their book on individual student development and stages of learning. Maher and Tetreault had studied what professors actually did in the classroom.

Look to Yourself

Now co-authors of both books find themselves facing a similar challenge: "How to get people to interrogate their own position," Tetreault explained.

She refers not only to white males. By way of example, Tetreault related her discussion with a young, privileged, white woman student in California. The student had no idea why she might want to give up some of her wealth or privilege to help others reach equity. "Why would I want to do that?" the student asked.

"We do not have classrooms to deal with these issues," Tetreault said. "We feel we're stuck until we get people" to investigate their own positions.

Jill Tarule suggested using dialog in the classroom might be one way to address this issue. She explained that there were two basic criticisms of *Women's Ways of Knowing*. First, it didn't address race, and second, it didn't explore "how dialog affects learning and thinking and collaboration."

Frances Maher responded that she and Tetreault had begun to look at this issue in *The Feminist Classroom*. They had spent three weeks with 17 teachers at 16 institutions, to develop "portraits of teachers committed to women and other marginalized groups and voices."

They looked at authority in the classroom and "positionality," or how class affected how students looked at their own gender and race, cultural and economic background. And, the co-authors asked, "What happens to the idea of mastery when knowledge comes from different perspectives?"

Learning Process Affects Content

Tarule discussed how the process of learning affects the content of learning. "Dialog and collaborative ways of knowing... grow from the need for feedback not only as support for learning but as learning itself."

She reported that this realization led the *Women's Ways* co-authors to return to the original interviews, looking for dialog clues and observing how women learn through dialog. They redefined learning "not as highly individualistic but in dialog and community and classes," Tarule said.

The use of dialog "shifts relationships in [collaborative] classes and the role of authority in the classes," she reported.

According to one student interviewed, "The professor lets the conversation go where it will." Another said dialog "lets you touch the information." Dialog also gets personal.

Tarule presented examples of classroom dialog about literature. In one, a student reacts to a line of the Emily Dickinson poem, "Before I Got My Eye Put Out." The student interprets:

> *You can run around in ignorant bliss until something breaks through [your] illusion, takes out the 'eye' that makes it possible for you to view the world this way and [then] you can't go back.*

The student compares the experience to her own childhood, watching Haley Mills in a Walt Disney movie, primping and singing about:

> *How being a woman is all about looking pretty ... and acting stupid to attract men ... once your eye gets put out, you realize how this vision has warped you, it would split your heart to try and believe that again, it would strike you dead.*

In another example, Tarule presents classroom dialog about William Faulkner's *The Sound and the Fury*, in which students discuss the behavior of Dilsey, a "Mammy" figure who nurtured the white children in a dysfunctional family at the expense of the development of her own children. One black male student says:

> *Faulkner thinks she's positive, but she's positive for white people. And it really upsets me ... Faulkner thinks he's doing us a favor by showing a positive, when she's not really positive for us!*

Discussions Help Students Test Values

These snippets of classroom dialogs show how discussions can lead students to question and redefine traditional values that tend to support a white, male, privileged American society.

Tetreault noted they were more likely to occur in classrooms with students from diverse backgrounds. With more homogeous student groups and those with teachers using traditional methods, "assumptions of whiteness [can] lead to intellectual domination of the classroom." She said, "whiteness has become the norm, the unearned bonus that whites cash in on every day."

Another book Tetreault recommended is Toni Morrison's *The Bluest Eye*, which also looks at the effects of racism on whites.

Tetreault and Maher have also re-examined the data that was the basis for *The Feminist Classroom*. "We've discovered," Tetreault said, "that social class means white male. Who has a race and who doesn't? Who has a gender and who doesn't? The norm is male, the aberration is female."

Eileen Wilson-Oyelarian, dean of the college at Salem College NC, suggested other considerations:

- "Consider the implications for assessment," she suggested. "We've assessed individual achievement, but what about group collaborative construction of knowledge... or the effects on promotion and tenure issues and the evaluation of faculty?"
- And, when it comes to faculty, she asked, "What do we do for faculty whose self-definition is built on being the expert?" Addressing the issue of whiteness — the idea that "everyone has a race but them — is extremely threatening."
- Consider the possible reactions from students, especially white, privileged students. Wilson-Oyelarian told of the reaction of one white student to a discussion of the issue of whiteness and bias . The student said, "Thank God, it's not [about] me!"
- Another possible student reaction "can be against the teacher, especially if it's a teacher of color," Wilson-Oyelarian commented.

Whites Feel Threatened

She continued, "We need to think about how to deal with this, and when. We want and need collaboration, but whites feel threatened when confronted with their own whiteness. Perhaps the issue is better taught in a semi-led discourse to facilitate this difficult dialog, rather than in a more fluid, open discussion."

Frances Maher observed that in these dialogs, "teachers must give up their own safety and the idea that you know what's going to happen in a class. The teacher must be willing to risk."

In conclusion, Jill Tarule pointed out that the aim of such dialogs is not "consensus but common ground, from which to construct new knowledge."

Clearly, all of the panelists have discovered their own road toward common ground.

Tarule and her co-authors are preparing a sequel called *Ways of Knowing Revisited*, due out in September. It will describe five ways or positions of knowing, based on the original interviews with 135 women.

–DG

To learn more, contact: Mary Kay Tetreault, VP of academic affairs, California State University-Fullerton, 800 N. State College, Fullerton, CA 92634.

Affirmative Action Update: It Ain't Over 'til the Supreme Court Sings

While many educational leaders are declaring their support for affirmative action in creating a diverse mixture of students, faculty and administrators on their campuses, politicians are busy making headlines as they rush to interpret the latest court decision.

Last month the U.S. Court of Appeals for the Fifth Circuit ruled in *Hopwood v. State of Texas* that the school could not consider race as a factor in admissions to its law school.

Texas officials immediately halted admissions and regrouped to decide how to handle both admissions and financial aid decisions.

On April 9, the attorney general for the state of Georgia, citing the appeals court decision, fired off a letter to Georgia University System Chancellor Stephen Portch, directing him to eliminate affirmative action policies.

Portch responded like a typical academic leader, directing the state's 34 campuses to send the board of regents any policies that use affirmative action. He did not direct schools to abandon their policies

Meanwhile, black leaders in Georgia question the attorney general's motives. He switched to the Republican party last year, and is considering a run for governor in 1998. They feel that his letter is grandstanding to gain headlines, in the manner of California Gov. Pete Wilson, who was campaigning for the Republican party's Presidential nomination.

Georgia University System officials say abandoning affirmative action policies would decrease diversity in the schools and make colleges less accessible to minorities. And, it would just increase state costs in other less positive areas, such as welfare and prisons.

Juanita Baranco, who heads the Georgia board of regents, said "Nothing I have heard or seen is going to convince me that there is anything wrong with having a diverse student body."

Reports are from *The Chattanooga Times* on April 10–11, 1996.

Mississippi College Taps Female VP

It's taken 170 years, but Mississippi College recently appointed its first ever female VP in the history of the Southern Baptist college.

Betteye Rogers Coward won out over 34 applicants to become VP of academic affairs. She has been a faculty member for 25 years, and chairs the department of family and consumer sciences and health education. Two women recently broke the gender barrier to join the college's board of trustees.

"I was mindful of it, but Dr. Coward didn't get it based on her gender," said President Howell Todd. "It was on her capabilities and her experience," quotes *The Clarion Ledger-Jackson Daily News* on April 5, 1996.

Warning: Getting a Ph.D is Hazardous to Your Mental Health

By Debra Sikes, PhD
Research Associate, Center for Higher Education
University of North Texas

Women pursuing a PhD after age 35 find their motives questioned and their lives turned upside down. One thing is for sure: The woman who begins the doctoral process will not be the same one who exits.

In 1993, women earned 37% of doctorate degrees. Although women are the fastest growing group enrolling in doctoral programs and enter with higher GPAs, they also have lower candidacy and graduation rates. Obviously the doctoral experience is qualitatively different for women.

Perceptual shifts and practical changes are inevitable as a woman proceeds through a doctoral program and attempts to assume a position in the community of scholars. Are the changes negative?

To answer that question, in 1995 Barry Lumsden, director of the Center for Higher Education at the University of North Texas, and I conducted a national study of changes among 200 women who completed the PhD after age 35.

The results of our study are paradoxical, both confirming and disarming myth and conventional wisdom. We found the PhD experience is a profound and far-reaching change agent whose direction and nature are unpredictable.

A Socialization Process

Pursuing the doctorate requires many logistical decisions with significant political implications, leading to personal and professional changes. Even changes in thinking style are necessary, as many women who are creative and holistic thinkers find they often must adjust their style to operate in the male-dominated academic world of rational and analytical thinking.

As women in doctoral programs enlarge their views of the world and shed illusions about life, a personality change often occurs. At the end of the program, they may have an identity crisis.

If a doctoral program does what is should, at its completion a woman sees the world from a different perspective. As a result, her relationship to everyone and everything necessarily shifts, leaving some women temporarily confused as to who they really are. As one woman said:

> *I believe I went through a dramatic transformation during the process of getting my Ph.D. I am a completely different person in almost all aspects of my life. I think differently, I value things differently, my priorities changed, and my perspective has altered. People are very important to me now.*

Those who continue in their jobs and pursue the doctorate slowly may experience a less dramatic effect than those who uproot, leave family and friends, and depend on the educational setting for social support. Those with strong values and belief systems are less suggestible and malleable. But all must pay dues to enter the complex fraternity of the PhD world.

As a result of the socialization process and intellectual growth, many women undergo a *personality change*. It occurs gradually, but may not be recognized until the program is completed.

> *I became more of an introvert during my PhD experience. Before I had been in business and had a lot of daily interpersonal contact. After beginning the program, I had little interpersonal contact – and the less I had, the less I wanted, even though I was lonely at times. To this day, I am sometimes a little anxious when making or receiving phone calls ....*

Another reported greater self-knowledge, resulting in less egocentricity.

> *Through the process I realized my own need for others and I now place more emphasis on those activities that enhance personal relationships – time for colleagues, family, some friends. I am now almost uncomfortable with investing lots of time in myself.*

Others reported more self confidence and social skills, and becoming more extroverted.

> *The experience gave me confidence to be more active in the social activities where I previously had been a follower.*

A Crisis of Identity

After working long and hard for a doctoral degree, women find it difficult to make the transition from *Ms.* to *Dr.* Having centered their lives around the completion of a goal, those who finish the degree find a void.

Obtaining a mass of new experiences, a woman has a new script for interacting in the world. A change in self-perception occurs, but it comes at a cost. Even in a progressive trend, according to Kirschner and Kirschner in *How People Change* (1991) "adults experience anxiety... because of shifts in their own identities.... our identity is an ongoing dynamic exchange with internalized parental models of who ... we are."

The "internal saboteurs," often learned from parents, interfere with the drive for growth and accomplishment, both during and after the degree program. When we achieve beyond what we have learned is possible for us, we experience conflict between our desire to progress and past programming. The old tapes from childhood still confront us at emotionally significant times in our lives.

One of these times is graduation, also called *com* *mencement*. For a woman receiving a doctorate, no term could be more symbolically correct. The doctoral experience ends not with graduation, but with professional advancement.

Single women may find it necessary to take a job, even not one they planned and prepared for. Married women often forego career opportunities to stay with a husband and his job. After working so hard for a credential, it's psychologically difficult not to be able to use it in a practical way. As one woman said:

> *(It) put a lot of strain on our marriage. After the degree, I wanted to work in my field, but jobs were not available close to home.*

Becoming a *Dr.* causes a little quivering of the foundation of identity and self esteem. But the results of our study suggest that the PhD experience provides women with an array of cognitive and emotional strategies and strengths that facilitate and encourage risk-taking. A woman who has gone through a PhD experience is likely to be willing to entertain the risk necessary to proceed with her life in an appropriate way.

Effects on Marital Status

Rumor says women who obtain PhDs are at high risk for divorce, but this study suggests otherwise. Of 116 women who were married when getting the degree, within three years 22.4% had divorced and 77.6% had not.

But in some relationships, divorce is a real threat to women who contemplate a PhD program. Natural self-actualization drives, such as completing a PhD, can lead to the loss of a significant other. There's a fear of outgrowing one's mate and thereby losing the relationship.

When a woman attempts to change her identity and role by getting a PhD, she may invade her husband's defensive shell, activating his fear of abandonment. Rather than wait to be dumped, the husband may consciously or subconsciously threaten the relationship. A woman writes:

> *Although I still don't understand it, my ex-husband says that my getting a PhD filled him with anxiety about my leaving him for a better opportunity....*

But strong marriages and strong husbands tend to survive the PhD experience. And some divorces may be due to developmental changes in one or both partners that are unrelated to getting the degree.

> *In 1986, I truly believed that entering a PhD program would not destroy my marriage. However, it occurred at a time when my first husband was going through some major changes himself. He was supportive of my getting the degree and is proud of me now. But after 20 years, we no longer fit each other's needs.*

New knowledge, increased self confidence, and/or increased economic means may lead to divorce after getting the PhD.

> *.... the educational experience gave me insight to recognize problems in the relationship and completion of the degree gave me the strength and opportunity to terminate the relationship when it became absolutely necessary....*

Although most respondents did not divorce, they noted varied effects on their relationships. One quarter reported that their PhD experience harmed their ability to maintain the marriage. Problems are related to stresses of the programs, conflicts between "life of the mind" and "life of the heart," and the impact of job decisions. But for some, the experience had positive effects.

> *Because my spouse was so supportive of my going back to school, my PhD experience strengthened my marriage... I have a wise friend who warned me and I think I had the personal wisdom, too, to give my husband time and space for his own growth and adjustment. We don't have a perfect marriage, but the PhD pulled us together even more.*

Single women who earn a PhD are likely to remain single, confirming previous findings of a low likelihood of marriage for highly educated women especially over 35, perhaps due to the intimidation of a PhD.

> *(It) increased my desire, decreased my desirability as a mate (never been very high, anyway) and has substantially reduced my 'potential applicant' pool.*

Many women overcome the intimidation factor. In the study, of the 84 women who were single when they got degrees, 29 (34.5 %) married within an average 4.6 years. The other 55 single women (65.5 %) did not marry, including some who weren't interested, a nun and a lesbian.

Reasons for not marrying are complex and highly personal. Many have focused their psychic energies on their educations rather than on their social lives. Others avoided marriage intentionally because of societal scripts for wives that take energy away from intellectual goals.

The doctoral experience is one of many ways a woman can find her own voice: gain an ability to say what she really means. Ironically, while in the program, a woman's voice may be drowned in a sea of masculine thought. At that time, women in academia desperately need the help of mentors.

Women doctoral students need veterans of the process to lead them, guide them, and in some cases walk beside them as they travel the path to the degree. Women in every endeavor need other women to help them rediscover and reclaim their feminine power, their creativity and intuition.

When a critical mass of women discover and gain the confidence to use their feminine voices, we will become as successful as men in obtaining the PhD degree. The trend is certainly in that direction.

Academia and society will improve as the masculine and feminine ways of knowing marry and produce a progeny of solutions to society's sorrows. As women, we're blessed to live in a time when we are allowed a voice. The challenge for all of us is to use it.

Debra Sikes can be reached at (214) 323-1941.

Will You Survive the 'Rightsized' Campus Culture?

In the not-too-distant past, the unwritten rules of keeping a job pretty much guaranteed continuing employment to all but rapists and ax murderers.

If you did good work, played by the rules and were loyal, you could expect to be a lifelong campus employee. Your rewards were good pay, fringe benefits, health and retirement plans.

Today those rules do not apply.

In corporate America, tens of thousands of employees lose their jobs at one time. If it isn't "rightsizing," then it's mergers and buyouts or entire plants moving out of state.

As the political climate changes and funding for higher education becomes more creative, some of the historic differences between education and business are becoming blurred. Students have become customers. Services have become recruiting and marketing tools. Administrators must cast an eye toward all their different publics (stakeholders) before making decisions that affect the school.

"Rightsizing" already has come to many campuses, and soon will come to many more. Academic departments are being closed or merged, services are being combined, schools are prone to "outsourcing" more services and administrators are asked to do more with less The bottom line rules.

From an increase in adjunct professors to a department's most popular professor being denied tenure, you simply cannot count on today's campus job being there for you tomorrow. But there's hope.

Advantages for Women

Women on campus have many unique advantages in today's culture. A higher level of adaptability, skill at balancing several duties at once and a history of varied career paths make women more likely to survive in the new culture.

Knowing the unwritten rules of the new culture is an additional advantage women can bring.

Robert A. Jud, a former human resources administrator who now heads a firm specializing in helping managers and employees survive large-scale organizational changes, spoke at the 1995 Thomas Edison State College NJ colloquium on business and higher education.

He said employees most likely to survive in organizations must understand the elements of today's unwritten employment contract:

- **Your job is not guaranteed** (even if you have tenure) but your chances of survival are better if your critical skills are valuable to the core mission of the organization. Since the organization's needs will change, your skills must change. It's your responsibility to keep your skills fresh and stay current in your field.
- **If you work hard, you will be paid adequately.**
- **Your employer will invest in your growth and development**, offering coaching and mentoring, but ultimately your growth and development are your own responsibility.
- **There is less chance of promotion** up the ladder, but you will have opportunities to move laterally, developing new skills and connections, and you will not be bored.
- **You will have a broader choice of employment benefits available** than your parents had, but you will have to make choices.
- **Lifetime careers are no longer the norm or even desirable,** and both employee and employer must acknowledge this development.
- **When your employer's needs change, you may be asked to reinvent yourself or to leave,** through no fault of your own. Those with very specialized skills are at highest risk to lose out, unless their skills happen to coincide with the organization's needs at the particular time.
- **Your employer expects you to make an enthusiastic, committed effort,** and seeks to match pay to performance where possible.
- **When you leave, you will probably go to a smaller school or to another position in the non-profit sector.** Or, you will work as an adjunct or as a consultant or free-lancer, or start your own firm.

Although this unwritten contract differs from those of the past, it does have some advantages. "In the old culture," Jud said, "employees were expected to pick a specialty and become competent at it. There was a narrow ladder." Now the ladder is broader, and employees need a variety of skills.

The new culture requires initiative, self-direction and accountability, Jud said. "People do not pay for effort; they pay for outcomes, for value that has been added."

Those who would be successful are alert to the world and its changing needs, form networks and partnerships, and are the source of their own satisfaction. In collaborating, he suggested "Look around to see who the other smart players are."

In organizations, just as in campus departments, there may be top leaders who still operate in the old culture, so there will be occasional clashes and mixed signals.

Who Will Survive?

"People who are open, composed and not afraid to take calculated risks" will be fine, Jud believes. But the classic Type A personality of driven and highly competitive perfectionists will have a hard time in the new organizational culture.

More likely to emerge with a smile are those who are easy going, willing to make changes and roll with the punches. They will set realistic limits and invest in play and diversions, while managing time and money effectively.

And, they will periodically re-examine their life, working actively to improve their mental and physical health.

Jud's description of the ideal attitude for the emerging campus culture sounds like the way a lot of women on campus already operate.

Adapted from an article by Barbara W. Eklund in *Invention* (fall/winter 1995), a quarterly newspaper from Thomas Edison State University NJ

New Wisconsin Softball Team Shows How Sport Has Evolved

We decided it was a historic moment not to be missed, so five of us played hooky and attended the first-ever University of Wisconsin's women's softball team home opener last month. Of course, my presence was all in the line of duty.

Three of us represented a bar team, The Flamingos, whose famous raucous cheering of "awwwwwk" while standing on one leg and squawks of "birds on the bag" to cheer on batters with runners on base are well-known around the city league. Among us was a three-generation family, whose youngest member was less than three months old. She had also attended her first hockey game on the seventh day of her life.

The women's team was added this year to improve gender equity in athletic participation on Wisconsin's flagship campus at Madison. Playing on the old men's baseball field abandoned in 1991 when the university dropped five sports including men's baseball, the team drew 1,047 spectators to its home opener under sunny but threatening early April skies. Free admission, hot dogs and soda helped.

The stands were jammed, so half the spectators had to sit on the wet ground. Luckily most had received the free red plastic seat cushions handed out to the first 1,000 fans at the new team's inaugural game.

As an aging athlete who gave up softball for tennis five years ago, I was interested in observing the conventions of how serious women's teams now play the game of softball.

Right away I noticed that they were using optic yellow balls, the same color as tennis balls, which seemed to be breaking tradition but a practical improvement. In fact, during the next day's game, their visibility was a definite help in limiting the snow delay between innings.

The uniforms had no surprises, the same type shirts and pants and stirrups, except for their heads. There the trendy "uniform" was visors, of the cloth covered foam type. Not a baseball hat was to be found on the field or dugouts, only in the stands.

The field had received minimal renovations since it had been used for baseball. The infield grass was gone, but dugouts, stands and scoreboard looked the same. A local newspaper reporter observed that even the urinal at the end of the dugout remained.

Another surprise was the organized cheering for their teammate at bat by squad members. Long chants, performed in unison, offered encouragement, or at least it sounded that way.

And a California style of batting presented an interesting strategy. Instead of waiting in the batter's box for the pitch, left-handed batters started running toward the mound, getting a jump start in their trip to first base. (The umpires I spoke to later said it was legal as long as batters were in their box when the pitcher released the ball.)

Spectators included a variety of public stakeholders. There were women's sports followers, (who formerly had been the vast majority of fans at the Wisconsin women's basketball games), families with small and school-aged children who were on spring break that Wednesday afternoon, high school women's softball teams from the area wearing their jackets, and players and coaches from various city league teams.

Attending the first-ever University women's home game, we witnessed the concrete progress for women athletes on campus.

I got shivers and weepy eyes, knowing what I would have given 35 years ago for the chance to be in their spikes. It was not to be then, but today's women athletes are taking their cuts and enjoying their opportunities.

I hope they appreciate that were it not for the activists and the athletes before them, these players could have been just observers instead of participants on that chilly April day.

And I hope that they too will do their share to encourage other women athletes, not just shrugging their muscled shoulders and expecting equity to come their way as their due.

With challenges to Title IX and affirmative action blowing on the winds of politics from Podunk to the Potomac, we must all be ever-vigilant lest the advances we have fought so hard for disappear.

Mary Dee

JOIN THE NETWORK, IMPROVE THE WORLD OF WOMEN IN HIGHER EDUCATION

☑ *Yes, I want a stronger voice on campus. Start my one-year subscription.*

☐ I've enclosed $66, saving $7 from the $73 introductory price (Canada $76 U.S. $).
☐ Bill me $73 (Canada $83 U.S. $). Signature ____________
☐ Credit Card ___ VISA ___ MC
Number ____________ Expires ___/___ Signature ____________
Name ____________ Title ____________
School ____________ Address ____________
City ____________ State/Prov. ______ ZIP/PC ______ Phone (___) ______

Send to: *Women in Higher Education*, 1934 Monroe St., Madison WI 53711
women@wihe.com (608) 251-3232 FAX (608) 284-0601 Fed ID# 39-1711896 May 1996
Printed on Recycled Paper with 100% Soy-based Ink

WOMEN IN HIGHER EDUCATION

JUNE 1996
Volume 5, No. 6

Women's Center Artists Poster Stirs Debate... 24 Years Later

If you're someone who likes to stir things up on campus and get people thinking in new ways, you can share the delight of artist Mary Beth Edelson.

Her 1972 poster *Some Living American Women Artists/Last Supper* features women artists' faces pasted over those of Jesus Christ and disciples in a reproduction of da Vinci's classic *Last Supper*. It was at the center of a campus-wide debate at Franklin and Marshall College PA last fall.

Some Living American Women Artists

©1972 Mary Beth Edelson

As the campus debated its propriety, the poster has created a campus-wide dialog on freedom of speech, questioned women's limited role in religion, brought greater visibility to the women's center, publicized the importance of women artists and demonstrated that women on the campus can resolve their own issues.

In the Beginning

It began innocently enough in September 1992, when art professor Linda Aleci donated the poster at the women's center opening. Finding it supports the mission of "empowering students to work for a future free of sexism," the center put it on permanent display.

Not everybody was thrilled, including Anthony Ugolnik, professor of English and a Greek Orthodox priest. "He had given us not-too-subtle hints that he was not happy with it," recalled women's center director Maura Condon Umble.

"He didn't tell us to take it down, just advised us that some Christians were uncomfortable and offended by it. We didn't take him too seriously," she said, until a Greek Orthodox bishop in Pittsburgh mandated that students not enter the Franklin and Marshall College women's center as long as the poster hung there.

With seven other faculty, Ugolnick wrote a letter published in the campus newspaper *The College Reporter* October 30, 1995, calling the poster "an affront to believing Christians" and "a piece of art that makes a point about women artists at the expense of Christianity's most sacred symbols." They called for censure of the center.

Conservative Group Leader Opposed

Included in the signers was Sanford Pisker, professor of English and editor of a journal by the National Associa-

What You'll Find Inside...

Women artists poster causes stir after 24 years 1
Newswatch: gendered politics at work 3
Academic deans still need technical skills 5
Women in Catholic higher ed conference set 6
Affirmative action headed for Supreme Court? 6
The chair as a transformational leader 11
Common Fire: inspiring lives of committment 13
Research: career values, harassers, TQM/adult ed 14
Editor's 52nd birthday becomes a milestone......... 16
... PLUS 18 jobs seeking women candidates

BEST COPY AVAILABLE

What Inspired the Artist?

An early feminist artist, Mary Beth Edelson created *Some Living American Women Artists/Last Supper* to combat some perceived negative aspects of religion.

"For me, the most negative aspect of organized religion was the way the church had cut women from positions of authority and real power," she told *WIHE*. By replacing male heads with those of women for the poster, she got "... the double pleasure of presenting the names and faces of many women artists, who were seldom seen in 1972... while spoofing the male exclusivity of the patriarchy."

Reared a Methodist, she chose *The Last Supper* as an icon from her strong religious background. In making art, she explained, the artist wants her work to be very powerful and grab people. Not only is the tableau powerful, but it brings humor and asks viewers to consider, "What if women *were* in really powerful positions in the church?"

She mixed the 13 women at the table both racially and ethnically, and added a border of 69 other women artists who sent her their pictures. Although she chose Georgia O'Keeffe as Jesus, she declined to pay attention to which woman artist replaced which disciple based on personalities. "I didn't particularly want to make any woman Judas," she explained. Rather than make the whole poster divisive, she decided to "just totally ignore" the issue of who was who.

Viewers in 1972 found the poster a witty challenge to organized religion, she explained, but they "were not aware of its full implications" because back then they couldn't seriously consider the idea of women having political power.

Today, with women becoming church and political leaders, it is considered both threatening and interesting to people."

Edelson is organizing a traveling exhibit of a five-poster series including this one, in which the faces of women replace those of men to present a celebratory message about women. Expected to open in New York City in the spring of 1997, the exhibit includes the original collage works of five 1970s posters and a catalog.

"It will be a great educational tool to start discussions on issues of feminism, church and state, and women in religion," she said. In addition, she may be available to lecture about the exhibit as it travels to college and university campuses and museums. The other four posters are:

- *Happy Birthday America* (1976), celebrates the U.S. bicentennial with women artists' faces pasted on a scene from Ingre's *Turkish Bath*, which was the centerfold for the first issue of the West coast feminist magazine *Chrysalis*.
- *Death of a Patriarchy/Heresies* (1976), from Turnbull's *Battle of Bunker Hill*, celebrates women as victors in a bloody battlefield scene.
- *Death of a Patriarchy/A.I.R.* (1976), uses a Rembrandt painting of an anatomy lesson, with women as students and teachers, as originally published in *Heresies* magazine.
- *Bringing Home the Evolution* (1978), from a Cedersrom painting with soldiers carrying their dead king home, features a procession of activist causes including ecology, peace, anti-racism and Take Back the Night.

tion of Scholars, a conservative group opposing curricular changes to reflect multicultural and diversity issues.

Faced with campus turmoil, President Richard Kneedler and VP Alice M. Drum opted to let the women's center make its own decision on the poster.

The center advisory board then reconsidered its position and reaffirmed their decision to hang the poster. In a letter to the newspaper, the board used the debate as an opportunity to educate the campus community about the center's founding, and the need to affirm women's "place at the table" and direct access to the sacred.

"I'm really proud that we stood our ground, that we reaffirmed that we are not making fun of a sacred icon, but looking at it from a historical perspective," center director Umble said. "The poster helps us feel that we aren't so separate from the church, which is very male-dominated, but that we are welcome in the church."

For her part, artist Edelson describes the poster's subject matter as "a dinner party, role reversal, and challenging religious cannons."

She sees the attack as not so much on the poster itself, but on the idea that women should share powerful roles in religion. "I would suspect that the real intention might be to attack the idea of women being in positions of power in religious institutions," she said. "I find it very revealing that someone thinks substituting a woman's face is degrading."

Whatever the faculty group's intentions, their plan has backfired. Not only has the women's center emerged in a stronger position, but interest in the poster has increased, and the campus debate recently made national news in the *Christian Science Monitor*, the *Washington Times* and *The Chronicle of Higher Education* (April 26, 1996).

Copies of *Some Living American Women Artists/Last Supper* are available for $25 plus $5 S&H. To order or get details on the traveling exhibit, contact Mary Beth Edelson at 110 Mercer St. New York NY 10012; (212) 226-0832.

WOMEN

Editor and Publisher: Mary Dee Wenniger
Copy Editor: Barb Brady
Contributors: Melanie Conklin, Doris Green, Dianne Jenkins
Graphic Artist: Lisa H. Heaselden
Career Connections: Mary Zenke

Mission: To enlighten, encourage, empower, and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.

Women in Higher Education is published monthly twelve times a year by The Wenniger Company. Editorial offices and subscriptions: 1934 Monroe Street, Madison WI 53711-2027. Phone (608) 251-3232. Fax (608) 284-0601. Annual subscription rates: $79 US, $89 Canada (US funds), $99 elsewhere. Copyright 1996 by The Wenniger Company. All rights reserved. Photocopying is illegal and unethical. Write or call for discounted multiple subscription rates. Second class postage paid at Madison WI. **POSTMASTER:** Send changes to *Women In Higher Education*, 1934 Monroe Street, Madison WI 53711-2027.
ISSN: 1060-8303. *WIHE* Web Site: http://www.itis.com/wihe

Colorado Legislator Orders Review of Sex Bias Costs in University System

"There is something very wrong going on there," legislator Tony Grampsas concluded after learning that the state spent nearly $2 million in lawyer's fees and settlements since 1992 for sex bias cases at the University of Colorado.

As head of the Joint Budget Committee, Grampsas called for a legislative inquiry, asking why victims had to leave their jobs, while perpetrators stayed. Regent Norwood Robb agreed, noting "There is an old boy's club there" of administrators who have failed to act on harassment complaints and retaliated in bias disputes. He expects more complaints to emerge.

Since 1992, 191 people filed complaints or lawsuits against CU and legal bills alone have cost $764,000, according to the *Rocky Mountain News* on April 8, 1996.

The biggest spender was the 21,000-student Boulder campus, at $900,000, including $655,000 at the health sciences center. Boulder Chancellor Roderic Park said he expects the new sexual harassment policy with written standards to help achieve "the highest standards of accountability."

In contrast, the 16,000-student Metropolitan State College at Denver had just 47 complaints. It paid $300,000 to three financial aid employees whose salaries were below those of males doing the same work, and no other settlements.

Metro President Sheila Kaplan credits mandatory workshops on harassment, and a policy of taking complaints seriously so that victims know they have recourses other than to sue.

"Most complaints can be resolved amicably," she said. "If you take them seriously at the time and make it clear [people] can complain and raise concerns or grievances without retaliation, you stay on top of it. You pay big bucks when you let it fester."

Faced with Criticism, Nebraska Renews Athletic Scholarship to Assaulted Player

After two weeks of negative publicity, leaders at the University of Nebraska changed their minds and decided to renew the basketball scholarship for Kate McEwen, who was assaulted last year by football superstar Lawrence Phillips.

"I did not ditch her," claimed coach Angela Beck, but it sure looked that way to the rest of the world. Critics pointed out that the abuser Phillips got only a six-game suspension for his actions, while his victim had lost her financial aid.

The school had said McEwen had not played well enough in the last two years to keep the grant.

Phillips was drafted sixth overall by the St. Louis Rams, whose female owner Georgia Frontiere said she was unconcerned over his past. "It helps our team. That's the only thing I care about," she was quoted as saying in the *Wisconsin State Journal* April 21, 1996.

Before the assault, Phillips was expected to be the nation's number one draft pick. His slipping to number six cost him an estimated $5 million.

Yale Tenures Fewest Women of the Ivies, Its Student Newspaper Reports

When it comes to valuing and tenuring women faculty, Yale University has the worst record of its peers, while Dartmouth has the best, reports a series in the *Yale Daily News* on April 3-5, 1996.

Despite women students being the majority of the class of 1999 at Yale, less than 10% of the tenured faculty is women, a number that has not increased significantly over the years.

For example, the paper notes that in 1984, the faculty of arts and sciences had 15 tenured women faculty. By 1989, the number had doubled to 30, but in 1996 it's still just 36 of 388 faculty in the unit.

Ivy League Tenured Female Faculty, 1996

Dartmouth	25.9%	60 of 232 faculty
U of Penn	22.5	212 of 1,125 faculty*
Brown	20.9	85 of 406 faculty
Cornell	14.9	195 of 1,313 faculty
Princeton	14.2	66 of 464 faculty
Harvard	11.2	47 of 419 faculty
Yale	9.3	36 of 388 faculty

** 1994 figure, not from Yale article*

In 1995, four women got tenure in the unit, three in the sciences and one in psychology, but science and math departments still have few tenured women. There are none at all in physics.

Yale history professor Nancy Cott sees the reasons for the lack of tenured women as a combination of few tenured jobs opening up and the traditional male model. "...if, for example, a senior man is retiring, it can be difficult, in an unconscious way, of looking past the traditional model of a teacher which is a male-minded type of person."

"There are great advantages to being a junior faculty member at Yale," commented Norma Thompson, who heads Yale's undergraduate directed studies program. "Having a long-term career here is not one of them."

Georgia Profs Cited for Sex Misconduct

One down, one to go at the University of Georgia.

- Tenured chemistry professor Herman van Halbeek resigned this spring after a faculty grievance panel found he had engaged in improper conduct. He was accused of harassing many students and staff members at the University of Georgia .

A female undergrad had filed a sexual harassment complaint against him last August, only to discover that many others had endured similar experiences with him over the years.

"It's sad that it took eight years for something finally to happen, and that it took an undergraduate to do something the university should have done years ago," said a student who testified at the grievance hearing. "I just hope it's really over."

- Tenured music professor Alexander Ross has been accused of inappropriate sexual conduct with six female students between 1988 and 1992.

A harassment complaint against Ross was filed in 1994, when a former student said he threatened to lower her grade. Six other female students testified that he pressured them for coffee or dinner dates, commented on their bodies and appeared nude in front of them.

On May 6, a five-member faculty committee concluded its tenure revocation hearing to determine whether Ross did what accusers claim, whether those actions constitute harassment, and whether he should be dismissed. Their recommendation to the president was expected later in May.

The University of Georgia has been criticized for dragging its heels in acting on sexual complaints against male faculty members. Both professors were accused of incidents dating back to the 1980s, according *to The Atlanta Journal-Constitution* on February 14, May 3 and May 7, 1996.

First Woman AVP at Canisius Resigns Citing Perils of Being a Change Agent

After nearly four years of spectacular success in an endangered position, Joan Connell surprised the campus in May by resigning as the first woman and the first non-Jesuit AVP at Canisius College NY.

"You might say I am an agent of change," she is quoted in the *Buffalo News* on May 6, 1996. "Change agents don't last. They come in and make their changes. It isn't what gives them gold watches 20 years later."

Connell is credited with introducing new programs in arts and sciences, business and education, raising the average SAT scores by 100 points, helping students and faculty win Fulbright scholarships and adding new junior faculty.

She plans to return to Chicago and consult at colleges.

Top Basketball Coach Win$ New Contract

Having just led her University of Tennessee team to its fourth national championship, coach Pat Summitt got a raise and two-year contract extension to 2003. Her base salary of $135,000 exceeds that of either the football coach or men's basketball coach, but their total packages remain about double hers of $230,000, notes *The Chattanooga Times* on May 4, 1996.

STAYING TUNED...

Ex-Student to Appeal Dismissal of Suit For Rape by VA Tech Football Players

"Football players are getting away with murder," attorney Eileen N. Wagner told *WIHE* on May 15. One week earlier a federal judge dismissed her client's sex discrimination case against Virginia Tech for bias in handling rape charges against two of its football players.

She plans to appeal to the U.S. Court of Appeals for the Fourth Circuit for her client, ex-student Christy Brzonkala, who as a freshman in 1994 reported being raped by two football players.

Brzonkala had sued the school for $8.3 million in federal court, the same amount Virginia Tech received for playing in last year's Sugar Bowl. It's the first case brought under the 1994 Violence Against Women Act. She also filed under Title IX of the 1972 Education Amendments Act, which bars sex bias at schools receiving federal funds.

At stake here is a much larger issue, the idea of a university protecting its high-profile athletes from sexual assault complaints by handling them on campus through their own channels. Their policies are by definition biased in favor of the athlete who can bring fame and funds to the school.

Judge Jackson L. Kiser dismissed the case, saying even if all the accusations were true, the players won favorable treatment because they are athletes, not because they are males. Kiser is the same judge who first declared Virginia Military Institute could legally bar women from attending the public school, a case now awaiting a Supreme Court ruling.

Attorney Wagner says she expected the dismissal because Judge Kiser went into the case with his mind made up. Her appeal will argue:

- Because the accused rapists play football, the last all-male bastion in sports for which there is no female counterpart, there is circumstantial evidence of bias in favor of males, and in fact results in de facto discrimination against women.
- The Virginia Tech student handbook clearly states that the school's original judgment, which found one of the athletes guilty of a student code violation and suspended him for one year, is not subject to appeal. Yet the athlete got a second hearing after he threatened to sue. Just before the 1995 football season started, his one-year suspension was reduced to a one-hour educational session, and he was reinstated.

Although a breach of contract verdict has a maximum fine of only $10,000, it would send a message that the rules don't change for athletes.

- Attorney Wagner was never permitted to conduct interviews, search for evidence or produce discovery information in the case. With just 72 hours to seek information, "I didn't have time to find the smoking gun," attorney Wagner said. "There should have been enough time to do the discovery part of the case, but he never even let us get our cards on the table."

Having been a college professor for 25 years, "I know where all that stuff is," she said.

Public attention focused on the case has helped make the connection between preferential treatment for athletes in a school's disciplinary system, and the big bucks the athletes bring in, she said. ABC's *20/20* was hot to do a segment on it, but cooled off recently, perhaps due to censorship.

For now, she is heading off inquiries about a made-for-TV movie about the case. But she doesn't reject the idea of using public outrage to force a change in a school's handling of sexual misconduct cases to level the playing field between female victims and male athlete perpetrators.

Hiring an Academic Dean: Technical Skills Still Rule

What does authoring 25 publications in refereed journals have to do with managing a $4 million budget? How does a PhD in biochemistry help you lead a staff of independent academics?

Darla Twale, associate professor of education at Auburn University AL, analyzed job ads for deans and found standards still in the dark ages.

Technical skills were overwhelmingly considered the most important, listed in 99% of the ads as required.

Inspired by Gender Inequities

After hearing Linda McCallister, dean of the college of business administration at the University of Texas-Pan American, describe how search committees stack the deck against women, (See *WIHE* January 1994), Twale sought to quantify data on who does get the dean's job.

If homosocial reproduction, or hiring someone who is similar to you, causes much of today's gender and racial bias, Twale asked how job ads reflect this institutionalized barrier to women. She shared results at the University of Texas-El Paso conference on Women in Higher Education in January.

Twale reviewed 528 academic dean ads in *The Chronicle of Higher Education* between September 1993 and August 1994. She coded them by school type, affiliation, size of school and faculty, discipline, and job qualifications in the ads.

Conceptual skills included 25 areas, such as general knowledge of budgets, grants, curriculum, diversity, organization, faculty, students, planning, evaluation and management. *Human relations* included vision, ethics, communication, and interpersonal skills. *Technical qualifications* included terminal degree, record of research, scholarship and service, senior rank and status and years in teaching and/or administration.

Each quality was coded as required, preferred or a job responsibility. Then Twale followed up on who was hired, coding by gender, source of promotion and whether the hiring school was the same type as the previous employer.

Technical Skills Overrated

Technical skills were overwhelmingly considered the most important, listed in 99% of the ads as required. Most often mentioned were a doctorate, campus administrative experience above department head, teaching experience, administrative experience outside higher education and a record of research.

While human relations attributes often were required, 22% of the ads failed to mention this area. Most frequently mentioned were "collegiality," "good communicator," "represents the school/college well" and "interpersonal skills."

Although conceptual skills would contribute to job success, they tended to be listed not as requirements or even as desired qualities, but as job responsibilities. Most often mentioned were leadership, budget and finance, diversity and knowledge of affirmative action, program development, promoting teaching, research and development.

While some would argue that technical skills are necessary to win faculty respect, clearly there is confusion over whether they are sufficient to assure administrative success. Many a campus horror story describes a brilliant faculty member who failed spectacularly as an administrator.

Women Win 27% of Jobs

Of the 528 jobs, Twale was able to track 200 appointments to the academic dean jobs that were advertised earlier. Women won 27% of them, finding more success at smaller, private colleges and two year schools rather than at larger, public, research institutions. Fewer jobs at two year colleges required doctorates and extensive publications, favoring conceptual skills. Even so, Twale found women hired as deans needed more technical qualifications to satisfy the committees.

Suggestions to Change the Hiring Policy

If you're a woman who would be dean, do your homework. Find out what the school or college values and position yourself accordingly. Look at the current dean and note how she or he got there. "Understand the path you have to take to get to where you want to go," advises Twale. Select campus and professional activities to help you develop leadership and administrative skills.

If you're a tenured woman, get active on search committees, emphasizing the qualities needed to get the job done well, and frame the discussion in those terms, rather than in terms of hiring someone who's similar to everyone else.

Write the ad for the candidate who will perform the job well, with demonstrated ability and experience. Deans should earn the faculty's respect not because they are similar, but because they do their job well.

Minimize internal searches that compose ads around the intended hire, in favor of a national search that uses ads in professional publications and professional association meetings to recruit. In the process, you get to see how the system works and socialize yourself for entry into future candidate pools.

If you're a dean, look at what's important for promoting women and provide the opportunities. Appoint women to budget and finance committees and search committees; encourage and support women as department heads and assistant or associate deans; appoint women to interim and acting positions for more on-the-job experience.

And mentor other women, so that you can give back what others gave you, and help your school get the best possible diverse mix of job skills.

Two-thirds of all hiring was from the same classification of institution. For the 30% that were internal promotions, the ads focused more on human relations attributes. From these results, Twale concluded homosocial reproduction is at work as reflected in the ads placed by search committees, especially their focus on technical skills.

Twale was surprised at the technical emphasis. "Leadership skill is very important to success at the top," she points out, but was seldom mentioned in the ads. While experience was required, she asks, "What about the *quality* of that experience?"

She points out that if the focus were on attributes that research has shown actually correlates with success for deans, women would have an advantage. "Women are touted as having better human relations qualities. They're not given opportunities to acquire the conceptual skills." Women candidates well-qualified to perform as dean are eliminated from consideration in favor of candidates who are more similar to the search committee.

"Whether or not a dean is successful is often a hit or miss proposition," notes Twale. Even when a woman gets the position, "if her qualifications aren't recognized by faculty, she doesn't get support." And often women themselves don't promote or support other women because "they see men in those positions and relate to that."

-DJ

Contact Darla Twale at (334) 844-3074.

Women in Catholic Higher Education Conference Set for Boston July 12-14

Every two years, women working in Catholic higher education get together to compare notes on how to get their voices heard to address concerns of women administrators, faculty, staff and students.

Scheduled for Boston College on July 12-14, the Making Connections III conference has four tracks: administration and policy, research on women, women's studies, and women's academic lives.

Keynoters are Sr Kathleen Kelly C.S.J., VP of Mount St. Mary's College CA, discussing "Multicultural Voices: Agents of Change" and Trinh T. Minh-Ha, writer-composer-filmmaker, speaking about "Gender and Cultural Politics."

Workshops address issues such as revising the mission of Catholic higher education, making subversive connections, sports/Title IX/gender equity, making conflict productive, juggling home and office, from feminism to administration, and building partnerships and coalitions.

Sponsored by the National Association for Women in Catholic Higher Education, it will be held on the Boston College campus. Total cost including registration, three nights of apartment-style lodging in a three-year old air-conditioned residence hall, two breakfasts and two lunches, and a Friday night banquet is a maximum of $243.

For details, contact NAWCHE at the Boston College Women's Studies Department, McGuinn 519A, Chestnut Hill MA 02167; (617) 552-4198, or fax (617) 552-4283. Registration is due July 1.

Texas Appeals Affirmative Action Case to Supreme Court

Wasting no time, Texas petitioned the U.S. Supreme Court to hear its appeal of a recent decision by the Court of Appeals for the Fifth Circuit. In March, the district court had barred the University of Texas law school from considering race in admissions, after Cheryl Hopwood and three other white students complained they had been unfairly denied entrance to the school in 1991.

The ruling created turmoil for administrators and admissions staff in Texas and across the nation.

Then in April, the same appeals court granted a surprise one-month suspension of its earlier ruling, giving the Texas attorney general the chance to appeal to the Supreme Court.

The suspension was also a stay of execution for a number of colleges and universities.

After the March ruling most Texas public colleges and some private ones had abandoned their affirmative action policies in admissions and financial aid, leaving many students and prospective students in limbo.

Repercussions from the *Hopwood* decision reverberated throughout higher education. In Georgia, Maryland and elsewhere, officials are asking what impact the decision will have on their colleges and universities. The issue is especially hot for institutions in the 19 states affected by the 1992 U.S. Supreme Court case, *United States v. Fordice*, which ruled that institutions in states that were segregated had an obligation to remedy the effects of that system.

Calling the Texas petition to the Supreme Court too weak in its defense of affirmative action, a group of black law students at the University of Texas wants to join the action.

Their petition says being excluded denies them the chance to "protect their interest in an admission program that counters, rather than perpetuates, the effects of discrimination, of which they were historical victims."

In Georgia, Chancellor Stephen R. Portch told University of Georgia campus presidents to continue using current admissions criteria for the fall class, but plan future admissions policies to exclude race, in case the Supreme Court affirms the Texas decision.

Meanwhile in California, Republican Assemblyman Bernie Richter sponsored a bill making it a criminal penalty for an administrator to use affirmative action. Making an admissions or hiring decision based on gender or race could carry a criminal penalty of up to one year in prison and $1,000 in fines. Alternative, misdemeanor sanctions include time in a county jail.

The measure is designed to support Governor Pete Wilson's executive order halting affirmative action and the University of California regents' vote to end preferences.

In addition, a referendum will appear on the November ballot in California to outlaw affirmative action policies throughout state government by a constitutional amendment. And the UC regents plan to expand their discussions of affirmative action to include financial aid.

-DG

Sources: *Los Angeles Times*, April 10, 11, 1996; *The Chronicle of Higher Education*, April 26, May 3, 10, 17, 24, 1996.

Reach more than 12,000 readers here each month for as little as $230, and millions more on our World Wide Web site, **http://www.itis.com/wihe**

W indicates the full text of this announcement is available on the Web site. Call Mary Zenke (608) 251-3232 for details. The July issue closes June 19, 1996.

UNIVERSITY OF MAINE SYSTEM

PRESIDENT

UNIVERSITY OF MAINE AT FORT KENT

The Presidential Search Committee, established by the Board of Trustees of the University of Maine System, invites nominations and applications for the position of President of the University of Maine at Fort Kent.

Small (under a 1,000 students) and personal, the 118 year old University of Maine at Fort Kent is the intellectual center of the St. John River Valley. In this unique bilingual and bicultural rural setting at Maine's northern border with Canada, knowledge of French is honored. Safe, beautiful, and uncrowded, and distinguished by the French flavor of its history and people, the Valley offers a remarkable environment for living and for learning.

The University of Maine at Fort Kent is a regional baccalaureate institution with a strong liberal arts focus, one of seven universities that comprise the University of Maine System. The University's mission includes a strong commitment to preserve and foster an appreciation of the region's Acadian and Franco-American heritage. Noteworthy baccalaureate programs include Behavioral Science, Environmental Studies, Nursing, and Education; the University also makes available six concentrations under the Associate of Arts in General Studies and the Associate of Science in Forest Technology. Complementing the curriculum are the presence of Maine's Acadian Archives/Archives acadiennes, the close associations possible on a small campus, and an unsurpassed array of field and recreational experiences amid the incomparable beauty of northern Maine.

The President is the chief academic and administrative officer of the institution, responsible for all aspects of its mission. The President reports directly to the Chancellor of the System and serves, along with the presidents of the other six campuses, as a member of the Presidents Council.

Qualifications for this position include a proven record of scholarship and academic leadership, successful senior level administrative skills, and a background of good working relationships with all members of a University Community. The new President will be expected to be an effective and dynamic spokesperson for the University and to bring about significant increases in enrollments and improvements in cost efficiencies.

Formal review of candidates will begin mid-June, 1996, with a negotiated appointment date of January, 1997.

Nominations and expressions of interests should be submitted to:

Frederic A. Reynolds
Chair of the Search Committee and
Member of the Board of Trustees
University of Maine System
107 Maine Avenue
Bangor, Maine, 04401

The University of Maine System is an Equal Opportunity/Affirmative Action Employer and strongly encourages applications from and nominations of women and minority candidates. Upon request, the System provides reasonable accommodations to individuals with disabilities.

The University of Oklahoma Norman Campus

Senior Vice President and Provost

The University of Oklahoma invites nominations and applications for the position of Senior Vice President and Provost of the Norman Campus.

Environment

The University of Oklahoma is a major, national research university. The Norman Campus has 11 colleges, 20,000 students, and 900 faculty. Other academic programs are located at the Health Sciences Center in Oklahoma City, the University of Oklahoma College of Medicine at Tulsa, and the University Center at Tulsa. The University of Oklahoma has experienced steady growth in recent years in the number and quality of students and the amount of funded research. With nearly 80,000 residents, Norman is the third largest city in Oklahoma and is located 20 miles south of Oklahoma City.

Responsibilities

The Senior Vice President and Provost is the chief academic officer of the Norman Campus and is expected to provide academic and administrative leadership in teaching, research, creative activity, faculty development, student development, continuing education, and public service.

The Senior Vice President and Provost is responsible for the Norman Campus academic budget planning, academic planning and program development, the allocation of resources for all academic operations, personnel decisions regarding faculty and academic support staff, and for the integration of all undergraduate, graduate and professional programs within the academic disciplines. The Senior Vice President and Provost reports directly to the President of the University and serves with the Vice Presidents for Administrative Affairs, Research, Student Affairs, and University Development.

Candidate must have the following qualifications:

- have and earned a doctorate or equivalent terminal degree.
- have experience in university-level teaching, research, and/or creative activity; and should have a commitment to the teaching, research and public service missions of a state-supported research university.
- have a record of leadership in academic administration at a comprehensive university or equivalent experience at a senior level of a complex organization.
- be committed to diversity and to Affirmative Action procedures and outcomes.
- possess the ability to formulate the academic goals of the university and articulate them to all internal and external constituencies.
- have a sense of vision for the future of the University of Oklahoma and should be interested in working in a climate of change.

REVIEW OF APPLICATIONS WILL BEGIN ON JULY 1, 1996.
STARTING DATE NEGOTIABLE.

Inquiries, nominations, and applications should be sent to:

Dean David G. Woods, Chair
Senior Vice President and Provost
Search Committee
540 Parrington Oval, Room #122
University of Oklahoma
Norman, Oklahoma 73019

Applications should include a complete resume, a statement of philosophy related to academic leadership and the names, positions, and phone numbers of at least three but not more than five references.

The University of Oklahoma is an Equal Opportunity/Affirmative Action employer and is responsive to the needs of dual career couple.

W

BEST COPY AVAILABLE

Gateway

GATEWAY TECHNICAL COLLEGE

Gateway is one of 16 technical colleges in the Wisconsin Technical College System, serving Kenosha, Racine and Walworth Counties. We border the metropolitan areas of Chicago and Milwaukee. Gateway offers over 60 associate degree and vocational diploma programs, academic development, and Adult Basic Education. We are fully accredited by the Commission on Institutions of Higher Education, North Central Association of Colleges and Schools, and a number of individual programs are accredited by national agencies.

VICE PRESIDENT STUDENT SERVICES & ENROLLMENT MANAGEMENT

The Vice President reports directly to President, serves on the President's cabinet, and will represent the college at designated community organization meetings, maintain working relationships with other educational organizations, governmental units and county campus area agencies. Will be responsible for overall administration of student services of the college on all campuses and educational centers located throughout the district. Specific areas of responsibility will include admissions, registration, counseling, student records, testing, recruitment and retention, and other areas related to student services and enrollment.

QUALIFICATIONS: In addition to other requirements, the successful candidate will: Hold a master's degree in educational administration, counseling, or related field; doctorate preferred. Have two years classroom teaching experience; teaching in industry preferred. Have two years occupational experience other than in education. Have five years progressively more responsible administrative experience and knowledge of and experience with team-building strategies; professional work experience in a two-year college and/or counseling experience in higher education preferred. Have knowledge of management information systems. Have demonstrated skill in communications and human relations regarding populations with diverse socio-economic and racial backgrounds and experience in working with community based organizations. Have ability to conceptualize creative approaches to improving the administration of reporting departments, and to move ideas through to completion. Have demonstrated leadership and experience in the delivery of services to students, strategic and operational planning, facilities planning, line supervision in a collective bargaining environment, major budget development and management of professional staff.

DEAN OF PROGRAMS

General Education/Academic Development, Racine campus.

Responsible for the development, implementation, and supervision of General Education and Academic Development programs. Plays a pivotal role as a liaison with business, industry, government and community groups; collaborates in the design and provision of customized training and/or educational programs for area businesses and industries. Duties include: curriculum planning and development, faculty recruitment and supervision; grant writing; budget preparation and administration; course scheduling and instructor assignments; in-service and professional development activities; and work with advisory committees.

QUALIFICATIONS: Master's degree in educational administration or relevant field. Two years teaching experience. Two years (4,000 hours) occupational experience other than education. Desired - Experience in development and delivery of educational programming, including those focusing on remedial/basic skills. Experience teaching adults.

APPLICATION DEADLINE: June 10, 1996.

For application materials contact:

Gateway Technical College
Human Resources
Administration Building
3520 30 Avenue
Kenosha WI 53144
(414) 656-7209

All qualified applicants will receive consideration for employment without regard to race, color, sex or national origin.

An Equal Opportunity/Access Educator/Employer

NATIONAL ASSOCIATION
OF COLLEGIATE WOMEN
ATHLETIC ADMINISTRATORS

JOB ANNOUNCEMENT

EXECUTIVE DIRECTOR

Executive Director is sought for the National Association of Collegiate Women Athletic Administrators (NACWAA). Responsibilities include: developing and managing the association's budget; fundraising and marketing to expand the association's resources; coordinating and supervising membership recruitment, retention, and services; coordinating activities of the Board of Directors; managing the association's professional staff and office operations; overseeing all aspects of NACWAA communications and public relations. The Director will report to the Board of Directors. Applicants should have administrative and management experience, preferably with a non-profit organization; ability to work with volunteer members; willingness to travel; ability to market and promote the organization with enthusiasm; and a vision for the future of NACWAA. Salary commensurate with qualifications.

Send letter of application, resume and three references to

Betsy Alden
NACWAA President
51 Mizpah St.
San Francisco, CA 94131

Application review will begin June 17
and continue until the position is filled

ASSOCIATE VICE PRESIDENT FOR FINANCE

The University of North Carolina, a system of 16 universities, invites applications for the position of Associate Vice President for Finance. This position is responsible for reporting financial information to external agencies, establishing system-wide accounting and auditing policies and procedures, preparing biennial budget requests, providing guidance to the campuses on tax-related issues, and working on special projects.

Candidates should have an advanced degree and/or CPA certificate and at least five years of progressive experience in university auditing, accounting, and/or budgeting. Candidates should have demonstrated strong analytical and quantitative skills, knowledge of information systems and computer applications, effective communications/interpersonal skills, and the ability to work both independently and as a member of a team.

Salary is competitive and commensurate with qualifications and experience.

Send applications (letter of interest, vita, names and telephone numbers of at least three references) to:

Jeffrey R. Davies
UNC General Administration
P.O. Box 2688
Chapel Hill, North Carolina 27515-2688.

Applications must be postmarked no later than June 14, 1996. Applicants may indicate salary requirements.

The University of North Carolina is an Affirmative Action, Equal Opportunity Employer.

EMPLOYMENT OPPORTUNITY

EASTERN NEW MEXICO UNIVERSITY

ROSWELL CAMPUS

POSITION: Dean of Administrative Services

SALARY: DOE

CLOSING DATE: June 26, 1996

DATE AVAILABLE: Immediately

CHARACTERISTIC DUTIES AND RESPONSIBILITIES: Responsible for the administration of the business affairs of the Roswell campus which include Business Office, Computer Center, Personnel Office, Physical Plant, Food Services, Bookstore, Police Department, and Small Business Development Center. Functional responsibility exists for fiscal affairs, liaison with the Commission on Higher Education, and administration of building programs. Responsible to ENMU-Portales for the fiscal budget, facilities, capital outlay and long-range planning. Serves on the Administrative Council and other task forces, councils and committees as necessary. Reports to the Provost, ENMU-Roswell on an Administrative At-Will contract.

MINIMUM QUALIFICATIONS: CPA or Master's degree in Accounting required. MBA also preferred. Require experience in automated financial reporting as it relates to internal and external accounting controls and reports. Five years of relevant executive level experience in fiscal management is required. Comparable experience in higher education is preferred.

WORKING CONDITIONS: Position requires light work, occasional lifting of up to 20 pounds and the ability to talk or hear, and see. Work is performed inside a non-smoking facility.

TO APPLY: Submit letter of interest, resume, complete official transcripts, and the names, addresses and phone numbers of three professional references to:

Personnel Office
ENMU-Roswell
P.O. Box 6000
Roswell, New Mexico 88202-6000

Complete application packets **MUST** be postmarked no later than **June 26, 1996**, to be considered for this position.

ENMU-Roswell is an EEO/AA/ADA Employer

Colorado State University

CONTRACT MANAGER

Colorado State University (CSU), a land-grant, Carnegie Division I Research University of more than 21,000 students, and approximately $400 million in annual expenditures, is seeking a Contracts Manager.

This is a high level administrative position reporting to the Vice President for Administrative Services. The University Contracts Manager is responsible for the effective and efficient drafting, processing, and consummation of contracts, and other contract-related documents for Colorado State University.

Education and Experience:

Minimum requirements include a law degree from an accredited law school in the United States; three years' experience working with and managing contracts and engaging in real estate transactions; experience and familiarity with public sector contracting, and Colorado law. The successful candidate must be able to demonstrate strong communications and interpersonal skills; outstanding writing, negotiating, and contract drafting skills; strong analytical skills; the ability to work independently; supervisory skills and staff development experience; strong problem identification, analysis and solution skills; specialized knowledge of law, particularly in the area of public contracting and real estate; be proactive in identifying and addressing institutional needs and issues; a commitment to highly responsive and quality customer service; and unquestionable integrity and honesty. Additional consideration will be given to candidates who have an M.B.A. and who have experience in higher education.

Colorado State University welcomes members of all groups, encourages them to apply for this position, and reaffirms its commitment not to discriminate on the basis of race, color, age, religion, sex, national origin, sexual orientation or disability in its educational programs, activities or, employment practices.

Salary will be commensurate with candidate's credentials and experience. Desired starting date is approximately July 1996.

Colorado State University is located in Fort Collins, Colorado, an appealing city of 100,000 located at the foothills of the Rocky Mountains.

Applications must be received no later than June 14, 1996, and include a letter of application outlining education, experience and interest in the position; a resume; and three references (including name, title, address, and telephone contact number).

Nominations and applications should be sent to:

John Schneider, Chair
Contracts Manager Search Committee
Colorado State University
309 Administration Building
Fort Collins, CO 80523-6001

Phone: (970)491-5257 Fax: (970)491-2254

For a copy of the more detailed Job Description, contact Sandy Brown, 309 Administration Building, (970)491-5257.

CSU is an EEO/AA employer

ACADEMIC EXCELLENCE
GEORGIA SOUTHERN UNIVERSITY

DEPARTMENT CHAIR

DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION

Georgia Southern University, a unit of the University System of Georgia, was founded in 1906 and became a regional university in 1990. The 601-acre campus is located in Statesboro, a community of approximately 30,000 residents, 50 miles northwest of historic Savannah and 200 miles southeast of Atlanta. Fall quarter 1995 headcount of over 14,000 reflects a 115% enrollment growth since the fall of 1984, resulting in the addition of over 200 faculty positions. The university offers 25 undergraduate degree in 78 major fields of study, eleven master's degrees in 45 fields, the Education Specialist degree with 15 majors, and the Ed.D. degree in Educational Administration and Curriculum Studies.

The newly-reorganized College of Education seeks experienced, future-oriented leadership for a department which includes Middle Grades Education, 7-12 teaching areas, and preschool-12 programs.

Candidates must hold an earned doctorate, have three years of public school experience, at least five years of teaching experience in higher education, have significant administrative experience at the departmental level or above, and a strong record of teaching, service, and scholarship. The position requires experience with and a commitment to collaboration with departments in other Colleges within the University. Demonstrated leadership in program development and curriculum revision is critical.

Preference will be given to candidates who have experience with doctoral students and who have experience in partnerships with public schools and agencies. Content specialization is open, but should strengthen curricular offerings in the department.

Salary and rank will be commensurate with qualifications and experience. Applications must be postmarked by June 21, 1996, with a starting date of no later than January 1, 1997.

Forward a letter of intent, articulating qualifications and achievements, a curriculum vitae, and the names, addresses and telephone numbers of three professional references to **Dr. Fred Page, Search Committee Chairperson, Landrum Box 8133, College of Education, Georgia Southern University, Statesboro, Georgia 30460-8133.**

Georgia Southern is an Equal Opportunity, Affirmative Action Institution. Georgia is an Open Records State. Persons who need reasonable accommodations in order to participate in the application process should notify the search chair.

BEST COPY AVAILABLE

• LANE COMMUNITY COLLEGE •

INSTRUCTOR/CIT LAB DIRECTOR/ COMPUTER INFORMATION TECHNOLOGY DEPARTMENT

Closing: 6/28/96

For application, job description and further information, please contact:

Personnel Services
Lane Community College
4000 E. 30th Ave.
Eugene, OR 97405
(541) 726-3999

LCC application must be **received** no later than deadline date.
A resume cannot take the place of the application form.

An Affirmative Action/Equal Opportunity Institution

Montgomery College

FULL-TIME FACULTY

MONTGOMERY COLLEGE, a multi-campus community college located in the Maryland suburbs near Washington, D.C. and committed to student success, is seeking applications for the following full-time faculty positions to begin in fall semester 1996 subject to available funding:

English, Germantown Campus— MA in English with currency in composition/rhetoric and three (3) years of teaching experience at the community college or college level; demonstrated ability to teach developmental English, college composition and literature courses, and an interest in using technology in instruction are required. Experience in Holistic Grading, Academic Committee participation and using computers is preferred.

Music, Rockville Campus— Masters in Music or equivalent degree and secondary or college music teaching in piano, voice, chorus, musical theatre, general education music courses (Introduction to Music Theory, Listening to Music, etc.) are required. Doctorate in Music or equivalent degree and community college music teaching in piano, voice, chorus, musical theatre are preferred.

Nursing, Takoma Park Campus—Master's Degree in Nursing with at least six graduate credits in education and RN Licensure in the state of Maryland, minimum of two years' nursing practice and currency in the field are required. Minimum of two years' undergraduate teaching experience and computer skills in Word Perfect and Windows are preferred.

Reading, Rockville Campus—Master's Degree in Reading; or Education with concentration in Reading, or English with concentration in Reading, or minor in Reading; or Education with concentration in Reading; or Education with concentration in Developmental Reading and English is required. Community College teaching experience in a multi-cultural setting is preferred; ability to diagnose language learning disabilities preferred; knowledge of computer-assisted instruction desired.

Student Development—Germantown Campus—Master's Degree in Counseling or a related field and ability to teach a full range of student success courses; academic advising experience; experience in counseling "at-risk" students are required. Grant writing and community outreach experience is preferred.

The deadline for receipt of applications is June 30, 1996.

To apply call (301) 279-5374 to request an application
or pick up one at:

MONTGOMERY COLLEGE
900 Hungerford Drive, Suite 120
Rockville, Maryland 20850

Montgomery College is an EO\AA\Title IX Employer

The Governing Board of the Ventura County Community College District invites applications for:

EXECUTIVE DIRECTOR,
INSTRUCTION & STUDENT SERVICES

Master's Degree and at least two years of full-time post-secondary experience in teaching, counseling, or other academic service; at least two years full-time administrative experience; recent experience and demonstrated results of successful leadership in an accredited, culturally diverse college or university.

Salary is commensurate with professional experience and the District's management salary plan. Current salary range is $71,214 - $88,383 annually.

Filing Deadline: June 7, 1996, 4:30 p.m.

Application information may be obtained from

Ventura County Community College District
Human Resources Department
71 Day Road
Ventura, CA 93003
(805) 654-6424
Internet address: wolson@vcccd.cc.ca.us

RESUMES ONLY WILL NOT BE ACCEPTED.

"The Ventura County Community College District is an affirmative action, equal opportunity employer and actively seeks the candidacy of ethnic minorities, women, persons with a disability and Vietnam-era veterans."

Kent STATE UNIVERSITY

COLLEGE AND GRADUATE SCHOOL OF EDUCATION

ASSISTANT/ASSOCIATE PROFESSOR OF CURRICULUM & INSTRUCTION

Kent State University invites applications for a tenure-track position in the Department of Taeching, Leadership & Curriculum Studies to begin Fall 1996.

Responsibilities: Teach professional education courses in the areas of middle and secondary school teacher preparation; advise undergraduate and graduate students; and conduct collaborative inquiry in middle and high schools resulting in scholarship that can be disseminated.

Qualifications: Candidates should have an earned doctorate in Curriculum & Instruction; at least three years of successful public school teaching experience; expertise in teacher education especially at the middle and high school levels; evidence of scholarly research, publication and grant writing, and presentations at professional meetings; leadership qualities an interpersonal skills for successfully working with teachers and a variety of persons in curriculum and professional development. Possession of a secondary subject area certificate is preferred and expertise in student assessment is desirable.

Kent State University's College of Education has been recognized nationally for preparation of professionals and leadership as a principal contributor to the professional literature. The Department of Teaching, Leadership & Curriculum Studies, in which the Curriculum & Instruction program is housed, includes approximately 36 tenure-track faculty members. Graduate students in the Curriculum & Instruction program can earn the master's, educational specialist, and doctor of philosophy degrees. Service courses for over 1,800 undergraduate education students are offered in the program.

Submit letter of application, vita, other supporting materials, and three letters of recommendation by June 15, 1996 (interviews will begin after that date; applications will be accepted until the position is filled) to:

Dr. William W. Wilen, Chair
Curriculum & Instruction Search Committee
Department of Teaching, Leadership & Curriculum Studies
404 White Hall
Kent State University
P.O. Box 5190
Kent, OH 44242.

Equal Opportunity/Affirmative Action Employer

Case History: A Chair Becomes a Transformational Leader

When Marilyn Sheerer was elected to chair the 28-person department of elementary education at Edinboro University of Pennsylvania, she received no training.

"Usually the history of the place is your guide," she observed. "Here it was the male old boys network model: You didn't question the system. If you went too far, you got isolated."

As a new administrator, Sheerer notes, your own orientation toward change is your guide. "You either improve the situation you're in, or you buy into the static model." With her strong interest in leadership issues, she wasn't about to back the old way.

She decided the entire teacher education curriculum needed reconceptualization. "I didn't want to just tinker with a class here or there, I wanted to change the how and why of what we were doing."

Thus began her three-year journey to create a model of transformational leadership in a setting long accustomed to a traditional, hierarchical model.

As the first female chair of a department on campus, she had much to do. Her journal documents the learning process for all involved.

Sheerer was scheduled to present at the National Association of Women in Education conference in Chicago in March, but literally lost her voice and was unable to do so. Reached by phone, she discussed her experiences with *WIHE* .

What is Transformational Leadership?

Transformational leadership is a style that enables a mission to be redefined, and helps members of the organization to renew their commitment and to restructure systems to accomplish goals. Its primary tools are collaboration and relationship building.

"I had three goals: to help staff develop and maintain a collaborative, professional school culture, to foster teacher development and to help them solve problems together," Sheerer recalled.

In the process, she learned a lot about how men and women approach leadership and change. "I found that women, with their heavy emphasis on relationships, move easily into this model," whereas men, for the most part, are much more comfortable with the hierarchical, top-down, power model. Transformational leadership, she asserts, is feminist leadership.

Here are some barriers to change she learned as chair that reflect how women and men in her department differed in their views of leadership:

1. Men believe if you're in charge, you're right. She found that the men in her department were "not accustomed to the inclusion of customers' perspectives." In accordance with the power model, they believe the person in charge is right. Why change an entire program when it's doing okay from your perspective as a tenured faculty member?

Yet Sheerer and others knew there were models of teacher education that might better serve the needs of the public school community.

2. Women deal with change better than men. Quoting feminist historian Gerda Lerner, Sheerer says the process of change requires an awareness that something is wrong, the development of a sense of community around the issue and the definition of goals and strategies for change.

Out of this process emerge alternative visions for the future. "Change causes upheaval," Sheerer notes, "and women are more willing to deal with it." The women in her department were more likely to think about what was required to do a good job and to help the faculty develop.

The men, on the other hand, were threatened by the possibility of admitting fault in the program as it currently existed. Most had the attitude of "We're not getting complaints, so why change anything?"

3. Men are not accustomed to cooperative, collaborative models. In fact, it makes them uncomfortable, and they're not always sure why. For example, Sheerer recalls a male faculty member coming to her office after a department meeting where she discussed an integrated curriculum that would be "not my agenda, our agenda." She had noticed that he and a few others seemed uncomfortable throughout the discussion.

"They seemed to be against what I was saying, but not willing to articulate what they didn't like." Later, the faculty member said he wasn't used to working with others, and liked the "personal academic freedom" of working independently.

"Basically, he was telling me that he preferred the authoritarian model of 'You tell me what I have to do, and I'll do it.'" She likened his view of collaboration to "opening your underwear drawer: you have to come clean with how you do everything." He didn't like the idea, asserting that he "should have the freedom not to have to do that."

4. Men don't trust that the female leader is seeking anything but power. "They think there must be a hidden

Roles of a Department Chair

Consensus builder, diplomat, business manager, faculty recruiter, mentor, strategic planner, advocate, visionary, politician, counselor, mediator, communicator, assessor/evaluator, negotiator.

Women tend to emphasize roles of visionary, planner/consensus builder, counselor. Men tend to emphasize roles of politician, mediator and negotiator.

agenda," she notes, no matter what's being discussed. Sheerer recalls that when she was considering running for another term as department chair, one of the male members of the department was deciding whether to run against her.

Close to election time, she held a departmental meeting about some changes she wanted to make. Her opponent, who was opposed to what she was doing, commented, "I see you're lining up the women to support you."

"He figured I was thinking it would be a feather in my cap," Sheerer said, "if I had these changes in place before I ran again, and that was why I was doing all this. It was a power game!"

Meanwhile, she thought the collaborative process spoke for itself in terms of her style and approach to leadership. She learned that those accustomed to a hierarchical model couldn't imagine that anyone would approach it otherwise, despite evidence to the contrary.

Further, she notes that many have told her, "you're male in the way you lead." While she interprets this comment as meaning she's willing to be assertive, she also thinks what they mean is "I'm about power."

Again, it's the men who perceive her this way. "It's hard for them to believe I'm not just being manipulative. But did they think I'd change the whole curriculum just so I can get votes to be chair?"

5. It's difficult to change from a "star" system to a collaborative model. Dealing with tenured faculty offered some unique experiences in implementing an equalizing model.

Sheerer recalls having to make summer teaching assignments early in her role as chair. Under the former chair, full professors had a history of being given more summer hours than junior faculty. It was considered a big perk, because more hours meant more money and more credits toward their pension.

She approached the issue from a different point of view: what students needed and what faculty expertise was available. She then divided summer hours equally among all the faculty, including herself.

After the assignments were announced, two full professors came to her, angry that they didn't get as many hours as they had previously. They believed it was a perk to which they were entitled.

Sheerer's response was to go public with the formula she had used to allocate hours, which a department chair had never done before. By openly presenting how she calculated the distribution, she prevented questions about its fairness.

6. Those who view leadership differently will try to force you into their model. Sheerer notes that those who view the leader as the "answer person, sitting atop the pyramid, all-knowing and all-wise" will try to force your hand. For example, they will let you know that producing a plan is your job, not theirs.

"It's a myth that the leader is all-knowing," Sheerer asserts. But when she encouraged others to give their opinions on issues, the men essentially told her it was her job to make things work.

Their attitude was that she wasn't doing her job if she didn't act according to the authoritarian model. "You're the leader," they'd say. "What are you doing?"

Of course, leadership has its responsibilities. "I see my role as one of facilitator, moving the discussion forward. But I also believe that together we can figure it out," she said.

Transformational leadership isn't easy. "It's a real challenge to nourish the dynamic nature of relational leadership, as opposed to this static idea of the leader as all-powerful" and to figure out how to encourage others to participate.

"My bias is that women are more likely to be transformational leaders because they're comfortable in other than hierarchical structures. Women are socialized into a collaborative/relational style that's more amenable to transformational leadership than men's hierarchical style."

For example, Sheerer cites an Ohio State study conducted in 1991 that asked women leaders how others would describe their leadership style. The descriptors used most often included "creative problem solvers," "developers of vision and ideas," "demanding of self and others," "models integrity," and "involves others."

She guesses that the list generated by asking men the same question would be quite different. "None of this empowering, participatory stuff" would make it, she said. "They'd be more task-oriented, not relational. They get things done, they're organized. Harmonious? Ha!"

Sheerer's story had a happy ending. Her department did reorganize its teacher's education model, and she was re-elected chair. For more information, reach her at (814) 732-2750.

-DJ

Attributes of Women's Leadership

- **Collaborative:** Has ability to work in a group, eliciting and offering support to each other member, creating a synergistic environment
- **Caring:** Has ability to develop an affinity for moral commitment to action on behalf of others
- **Courageous:** Has capacity to move ahead into the unknown, testing new ideas in the world of practice
- **Intuitive:** Has ability to give equal weight to the experience and abstraction, mind and heart
- **Visionary:** Has ability to formulate and express original ideas, enabling others to consider options in new and different ways.

-From *Out of Women's Experience: Creating Relational Leadership* (Regan & Brooks, 1995)

Common Fire: Lives of Commitment in an Age of Cynicism

"What leads people to work on behalf of the whole planet, for the common good, for a lifetime?" That's the question Cheryl and James Keen have committed a good chunk of their working lives to answering. Soon you can learn the answers in their book, *Common Fire: Lives of Commitment in a Complex World*, coming in June from Beacon Press.

In it, the Keens and their co-authors, Sharon Daloz Parks and Laurent Parks Daloz, share the stories of 50 women and 50 men in many different professions with one common denominator. All have worked for a sustained period "on behalf of the whole human family," Cheryl Keen said.

The Keens, who share the position of vice president and dean of the faculty at Antioch College (see *WIHE*, March 1996), presented results of their research at the American Association for Higher Education annual meeting in March.

These were the people who constantly got outside the box and found alternative, creative responses. They understood there was no simple, right answer.

Cheryl Keen reported that the median age of those interviewed was 50, although several had been out of college fewer than 10 years. She explained that the book was a follow-up to her dissertation at Harvard, where she investigated alumni who had led very committed lives. Most of those interviewed for the new book had come to the authors' attention via networking, with each person interviewed suggesting other possible candidates.

The interviewers wanted to know, she said, "What is it that got these people motivated and kept them motivated for a lifetime?" And how did they develop the habits needed to sustain deep commitment without burning out?

Four Common Factors

James Keen described four factors common to most of those interviewed, which encouraged them to develop lives committed to the public good. Most reported experiencing these support factors early in life: at home in childhood, or in college, or during their first years out of college. The factors:

- The experience of **dialog and conversation** as tools "to get past problems, to break through and listen to people who were different from themselves," he said.
- The process of "building **networks with mentors and fellow students**, which helped them take perspective across boundaries," he said.
- The people interviewed also experienced "**support for engaging with people who were different**" and for making an effort to understand them.
- Most were **critical, systemic thinkers**, though this factor was more clearly seen in the college graduates in the sample. They had, he noted, "a capacity to get outside of their own frame. When they were frustrated, they tended to renovate their own frame; they were flexible." He added, "These were the people who constantly got outside the box and found alternative, creative responses. They understood there was no simple, right answer."

No Disinterested Husbands

"The life experiences of women," Cheryl Keen observed in a later interview, "naturally provide more of the shaping experiences that lead to commitment." On the other hand, they had to buck sexism.

For the women interviewed, Cheryl Keen noted, it was important to have "collaborative working partners for spouses or intimate partners." The men surveyed "tended to be married and their wives tended to be supportive," she reported. "The women tended not to be married, have divorced more due to their commitments, and when they were married, tended to work with their partners."

Though the number surveyed was too small to generate statistically reliable results, Cheryl Keen felt "it is harder for a woman to stick her neck out and make change. Therefore, she should get support where she can."

The women interviewed, "if they were married, tended to be married to partners with whom they collaborated, not just got support from. I wonder," she speculated, "if it is so hard to stick your neck out for systemic change ... that women (having to buck sexism) benefited [more] from collaboration or from going it alone and didn't put up with resistant or disinterested husbands."

Gay men, she observed, "tended to be out more than the lesbians in the sample did," but their sample was a small portion of the total interviewed.

Why Don't They Burn Out?

Those interviewed also stood out from the crowd in that they didn't burn out, despite dealing with horrific problems and monumental challenges. That's because "they maintained a sense of the whole while pursuing the particular," James Keen said. "They tended to have this fluid grasp of the whole. They didn't get overwhelmed because they could see a relationship with the whole." And, they were sustained by a greater sense of connection to the universe.

They all possessed "a sustainability factor that allowed them to go on vacation," he noted. It "allowed them to take care of themselves," a "practical wisdom [that] allowed them to let go for a while."

Cheryl Keen reported the respondents identified four specific places to get the encouragement they needed to propel them into a life of commitment to the common good:

- **Texts.** They tended to be voracious readers.
- **Teachers and mentors.** As the most frequently cited source of inspiration, teachers may find the data "an argument to free up faculty time for discussions with students outside of the classroom," she said.
- **Exchanges** of different types. "... a sense of going to the world and the world coming to them," Cheryl Keen explained. This happened "through interactions with international students or poor students or travel experiences."

- **Constructive engagement.** Experiential learning, summer sessions, and other projects deeply involved them in working to benefit others.

The Keens noted many of those interviewed were on the margins themselves because of race, creed, or social/economic class. "Those who weren't marginal became marginal in a sense," James Keen said. "They pushed to their own edges and became people who could mediate" between the truly marginal people and the majority of power players in society.

Cheryl Keen explained that their work had become a mission. "Many felt they had to do this work, that they would otherwise lose their soul."

How to Stoke the Fires

Their analysis led them to develop several suggestions for schools seeking to encourage commitment among students:

- **Bring back alumni or other speakers** to talk about their life choices.
- **Start youth conferences, summer training sessions and other opportunities.** "Service learning isn't the only door" to commitment, Cheryl Keen said.
- **Use theater, sports and other areas where people from different backgrounds have to work side by side** as doorways to commitment.
- **Work on civility on our campuses.** "We need to stand up for civility," she said, and encourage productive dialog between diverse groups.
- **Give students complex, interdisciplinary problems to work on**, James Keen urged.

Yet the Keens point out that commitment has a price. "Do we want to give this burden to everyone?" Cheryl Keen asked. "It's no small thing to ask" students to take on this kind of commitment.

But the question must be asked. "The decline of civic culture remains a concern," she said, "or we wouldn't have written this book and done this research." -DG

To learn more, contact: Cheryl Keen, Dean of Faculty, Antioch College, Yellow Springs, OH 45387; Ph: (513) 767-7331; Email: ckeen@college.antioch.edu.

Common Fire: Lives of Commitment in a Complex World is to be available in June from Beacon Press, 25 Beacon St., Boston MA 02108. Cost: $25.

RESEARCH BRIEFS

TQM Works in Adult Education Classes

Both on paper and in the classroom, principles of Total Quality Management and those of adult education are in sync. Both focus on creating change to improve the system, serve customers, solve problems, improve growth and life-long learning and build trust and relationships between people.

Other key similarities are an emphasis on preventing over detecting problems and de-emphasis on traditional means of assessment, like multiple-guess tests.

Each also has its struggles. For TQM, it's the role of boss vs. the role of coach. For adult learning, it's being a disseminator of information vs. a facilitator of learning.

Laura L. Bierema, a faculty member at Washtenaw Community College MI, incorporated the principles of TQM into 10 adult education courses over an 18-month period. Here's what she found:

- A *philosophy of teaching statement* can be very similar to a business's *mission statement*.
- Getting students to develop a personal growth and vision objective for the course helps them buy into the goals, as in TQM.
- Customer satisfaction can result when students are encouraged to give regular feedback, facilitated by putting the response mechanism in their weekly assignment folder.
- Participative management translates into empowered teaching when courses are designed to be interactive, experiential and participative, with very little reliance on lecture.
- Critical reflection occurs when students learn the techniques of dialog and write papers reflecting on the issues.
- Preventing rather than detecting deficiencies means that instead of *tests*, classes have *learning events* with team participation and open books.
- Since teamwork is the cornerstone of TQM, classes teach students to work together as teams and use the expertise and experience each adult student brings to class.
- Ground rules demand students respect each other's ideas, support each other and create a climate where people can take risks, grow and learn.

Challenges to using TQM in adult education classrooms remain, Bierema found, because its newness causes a trial-and-error approach, it involves taking risks, and grading students as required by the school becomes a contradiction.

– ***Innovations in Higher Education***, Spring 1996.

Sex Harassers Deliberately Disregard Campus Policies

A study of faculty members at six California schools indicated most of those who sexually harass know they are going against school policies but continue their behaviors regardless.

Melora Sundt, VP of the National Center for the Development of Education in Encina CA and adjunct at the University of Southern California and UCLA, studied faculty at six randomly selected California schools: two community colleges, two private schools and two state universities.

Responses from 336 women and 333 men identified attitudinal and demographic characteristics separating those who harass from those who don't, and suggested how schools can prevent harassment.

Of the sample, only 25% were satisfied with their school's response to their compaints of sexual harassment. They were more likely to work at small private schools; those at large private schools and community colleges were least likely to believe their school is confronting harassment.

About 26% of the sample identified themselves as harassers. They admitted badgering a student or employee to date them after being refused initially, dating or having sex with a student or employee, sharing sexually explicit material unrelated to a class with a student or class or employee, making sexually related comments to a student or employee, or offering to reward a student or employee for sexual behavior.

Harassers were more likely to be tenured than non-tenured, and to be on a tenure-track rather than lecturers.

The most common form of harassment was making sexual comments to a student or employee, but about 26% reported engaging in more than one type.

What predicts harassment?

First, men were far more likely than women to harass.

Second, harassers were more likely to have social involvement with students or employees as mentors, professional resources or friends, reinforcing the notion of "opportunistic" harassment.

Third, harassers believe women behave provocatively, justifing their "normal" response.

Fourth, they support sexually libertarian beliefs such as denying that a school has the right to regulate sexual conduct, regardless of power differentials or ethical dilemmas they create.

Fifth, they are acting intentionally, not out of ignorance of right and wrong, and they know how their behavior is perceived.

Sixth, harassers believe that relationships are to be exploited, and people have sex with faculty or employers as a way to gain an advantage with them.

Sundt found key differences between female and male harassers. Compared to female harassers, males were more likely to be full professors, engage in multiple types of harassment, recognize their behavior as harassment and strongly identify themselves as heterosexuals.

Since none of the female harassers described their behavior as harassment, clearly there is a problem with perceptions and definitions of the behaviors that constitute harassment.

Most harassers had read and understood their campus policies on harassment.

If campuses want to prevent harassment, Sundt said, they must make the campus community aware of investigations into harassment and the consequences for those found guilty. Only by sending a clear message that engaging in these behaviors will cost them their jobs can campuses prevent harassment.

– *Initiatives*, #2 (Spring) 1996.

Job Values for HS Seniors Differ Between Genders

If your job is to help college students wind up in jobs that relate to their intrinsic values, you'll be interested in how high school seniors have changed since 1976, and how the genders differ.

Four researchers examined data from Monitoring the Future, a repeated cross-sectional survey of 2,500 to 3,500 seniors at 125 high schools across the US, conducted by the University of Michigan's Institute for Social Research.

Designed to measure changes in adolescents' values, behaviors and lifestyles, the study contained 23 measures of their job values.

The seven major constructs were:

- **Extrinsic rewards:** salary, status and prestige, advancement.
- **Intrinsic rewards:** interesting, see results, use your best skills, learn new things, be creative, be yourself, stay current in field.
- **Altruistic rewards:** chance to be directly helpful to others and worthwhile to society.
- **Social rewards:** make friends, contacts with many people.
- **Influence:** participate in decision making, solve challenging problems.
- **Leisure:** have time for other things in life, work free of supervision and at easy pace, get more than two weeks vacation.
- **Security:** predictable, secure future and chance to establish roots in the community.

Researchers found no important gender differences in the value attached to extrinsic rewards, influence or security. They found women now value extrinsic rewards as much as men have always valued them.

But women also attached significantly more value to intrinsic, altruistic and social rewards, and less value to leisure time, than did men in almost all occupational categories.

In some cases, women and men valued different rewards, yet expected to enter the same types of occupations!

Because women highly value more dimensions of a job, they find it harder to find jobs that satisfy them than do men, they found.

"The data refute the suggestion that family responsibilities cause women to choose jobs requiring less effort. Rather, it appears that because women place more value on the intrinsic, altruistic and social aspects of work, they actually work harder," the researchers conclude.

– *Sociology of Education*, January 1996.

Why Shouldn't Faculty Women's Work Count?

The survival of the academy depends on some group being willing to teach, advise, manage day-to-day operations and build and maintain community relations. These are areas that women tend to value.

Yet the hierarchy of higher education rewards research far above teaching and service, so who gets the short end of the stick?

Shelly M. Park, assistant professor of philosophy at the University of Central Florida, compares the inconsistent values.

Teaching falls mainly to women, she finds. In 1990, 53% of the male faculty but only 35% of the female faculty taught eight or fewer hours a week; 28% of female faculty but only 15% of the male faculty taught 13 or more hours a week.

Untenured women are advised to "just say no" to extra assignments and extra classes, but that idea is naive and could bring retribution.

In addition, women devote more time to improving their teaching due to a "gendered ethical perspective" that also extends to their role in advising students, she found.

Parks calls the dichotomy a conflict between women's prioritizing their individual efforts to advance in the system, and the collective efforts to transfer prevailing norms and standards.

Claims that evaluating teaching is impossible show a lack of imagination and a double standard. If there is an inverse relationship between quality and quantity in teaching, Parks says that same relationship may extend to research as well

She sees today's university as "a hierarchy that is built on the exploitation of women," with women encouraged to follow their fathers' role of breadwinner rather than their mothers' as domestic laborers.

"If we are to transform universities into more women-centered institutions," she says, "we must begin by deconstructing this gendered hierarchy, beginning with the prevailing criterion for promotion and tenure."

– *Journal of Higher Education*, Jan./Feb. 1996.

The Editor's 52nd Birthday: A Milestone of Changes

OK, so I promised not to repeat for another 50 years corny columns like the one two years ago on how we celebrated my 50th birthday. I lied.

This month's 52nd celebration is likely to be less raucous and more contemplative, in anticipation and preparation for the dramatic changes expected in the next few months and years.

- **The empty nest syndrome.** After 18 years of being a full-time mother (15 as a soloist), in two months a new role will be that of mother of a member of the class of 2000 at Smith College MA.

Although she has chosen an excellent college that will encourage her independence and challenge her academically, she will be missed.

Her attending a college more than 1,000 miles from home will certainly have a dramatic effect here. Not being on call as cook, banker, answering service, car and computer consultant, cleaning lady, nurse and part-time social secretary should add extra hours to my week.

Personal plans include returning to the ice hockey team, starting a serious program to lose weight and regain physical fitness, taking an enrichment class in financial management or photography, and meeting new friends. Perhaps I'll even recreate the love life I put on hold to devote time to the baby who will turn 18 next month, and the baby you're holding in your hands.

- **The empty building syndrome.** Having been evicted from my home three years ago by a then-15-year-old who announced "Summer is coming and I'm going to need my space," *WIHE* has shared a 1915 house just four blocks away with an interior design firm. Recently at age 60-something the owner has fallen in love and decided not to renew her lease.

Being neither independently wealthy nor in love, I won't be following suit, but I will expect changes as I either assume the lease in November and find a tenant for the first floor retail space, or find new quarters for *WIHE*.

Since our space is friendly and mail is an important part of our delivery system, changing addresses is not a first choice. Although assuming a lease would allow *WIHE* to choose a compatible sub-lessor rather than taking pot-luck (which could be a tattoo parlor or a plumbing contractor), it means taking a risk as guarantor of a hefty rent.

- **The restless syndrome**. After publishing 54 issues of *WIHE*, I know what has happened to women on campus and is now happening and why, but my crystal ball for predicting change still has many blind spots.

But I have a nagging urge to take the advice of a publisher colleague urging me to decide soon what I want to do next in my life.

With no other burning goals now in front of me but a lot of inertia behind, I haven't yet identified where I might want to go. I'll keep an eye out for new challenges. You know about restless Gemini's...

- **The changing nest syndrome.** As the magical age of 55 approaches, when one can take a one-time tax-free capital gains exemption on a personal residence, the comfortable house of 18 years seems more like work waiting to happen than a prized posession.

The wallpaper painstakingly selected 18 years ago is peeling and faded, with no interest in replacing it.

The garage, constructed 45 years ago from 17 oak doors salvaged by a history professor from a university building being razed, has no 2 x 4s in the walls but a serious roof sag that causes great mirth among the neighbors.

The driveway gets longer with each snowfall.

The taxes increase by 10% each year, based on increased valuations in each of the last two years.

With worldwide communications capabilities, *WIHE* can originate from anywhere on the planet, so the choice of my dog's next home is infinite. Which makes it even harder to decide.

- **The changing priority syndrome.** Involvement with *WIHE* over the last five years has affected me more that I ever would have imagined. After a lifetime of fruitlessly trying to mesh my thinking with that of my male bosses, clients or leaders, and wondering why I kept getting fired by less effective people, I've come to recognize basic differences in priorities and styles between the genders.

And gained a more tolerant attitude toward others' ideas, plans and goals.

Of course, it's one thing to realize intellectually that changes are inevitable, and quite another to deal with them on an emotional level when the time comes.

But it's always better to laugh at impending chaos than to cry about it.

Mary Dee

JOIN THE NETWORK, IMPROVE THE WORLD OF WOMEN IN HIGHER EDUCATION

☑ *Yes, I want a stronger voice on campus. Start my one-year subscription.*

☐ I've enclosed $66, saving $7 from the $73 introductory price (Canada $76 U.S. $).
☐ Bill me $73 (Canada $83 U.S. $). Signature ______
☐ Credit Card __ VISA __ MC
Number ______ Expires ___/___ Signature ______
Name ______ Title ______
School ______ Address ______
City ______ State/Prov. ______ ZIP/PC ______ Phone (___) ______

Send to: *Women in Higher Education*, 1934 Monroe St., Madison WI 53711
women@wihe.com (608) 251-3232 FAX (608) 284-0601 Fed ID# 39-1711896 June 1996

Printed on Recycled Paper with 100% Soy-based Ink

WOMEN
IN HIGHER EDUCATION
JULY 1996
Volume 5, No. 7

Homophobia Intimidates Women Athletes, Panel Agrees

Moving a key issue onto the table from under the rug, a panel addressed sexist tactics linking female athletes and lesbianism used to oppress women.

The occasion was the NCAA basketball championship in Charlotte NC in April, where the Women's Basketball Coaches Association (WBCA) held its annual meeting. More than 500 coaches, ADs, association leaders and others packed the hotel's grand ballroom for a panel discussion on homophobia in women's athletics.

Just Another Way to Discriminate

Threatened by the success of women in politics, athletics, business and non-traditional academic disciplines like science and engineering, critics often hurl the accusation of lesbianism as a way to intimidate women and impede their progress.

In athletics, long seen as the exclusive domain of males, charges of lesbianism can devastate a career or a program. Coaches are blackballed, recruits are steered away from schools due to rumors of lesbians as coaches or players, programs are terminated and some athletes become sexually promiscuous just to "prove" they're not lesbians.

"The lesbian label gets used to intimidate women, making them self-conscious and ashamed of their athletic participation, " said Pat Griffin, a former swimming coach who is now a professor of social justice education at the University of Massachusetts-Amherst.

"I think in many respects, those of us in the profession have been putting our heads in the sand when it comes to the topic of homophobia," said Linda Hill-MacDonald, WBCA president and women's basketball coach at the University of Minnesota.

Historical Bias

Women athletes have historically paid the price for their participation. Formerly called *tomboys*, they are now stereotyped as lesbians and made to feel ashamed of their athletic prowess.

In 1983, an article in *The Chronicle of Higher Education* notes allegations of lesbianism being used to intimidate women athletes. Have things changed?

"In some ways, the situation has gotten worse," reports Griffin. The expansion of women's sports under Title IX has brought in more heterosexual women athletes and more control by men, many of whom have prejudices against lesbians, she says.

Since women's sports are more in the public eye than ever before, people are more concerned with the image. And there's currently no rush of athletes and coaches "storming the closet door."

On the other hand, media discussions of homophobia in athletics have brought the issue out in public. To sports fans, lesbians and gays have become real people instead of abstractions, Griffin says.

Homophobia Hurts Humanity

Homophobia has serious negative effects for all athletes on campus, regardless of their sexual orientation.

Many ADs take the safe route to avoid the lesbian label for their program by hiring women's team coaches who are married or male, severely limiting the pool of potential choices.

Sandra L. Vivas, executive director of the American Volleyball Coaches Association (AVCA), calls the trend "the number one thing I'm hearing now. It's a way to always keep women looking over their shoulders to make sure that everything they do is right and proper and is what society wants them to do."

University of Wisconsin associate athletic director Cheryl Marra has been quoted as saying she believes she got her job because she is married.

How do scare tactics work to hurt all athletes?

- Women athletes struggle against the implication that success means they are less feminine.

Homophobia forces women student athletes to "prove" they are not lesbians by engaging in behaviors they may not otherwise choose, observes Jacquie Joseph, president of the Women's Softball Coaches Association (WSCA) who coachs at Michigan State University.

What You'll Find Inside...

Homophobia hurts all athletes on campus 1
Newswatch: Gendered politics at work.......... 3
PROFILE: New NAWE head shakes it up........ 5
New PhDs learn expectations at small schools ... 6
When fox guards chicks: campus handles rape ... 7
Path to the presidency is through CAO......... 15
Woman's place on the Web; male computers 16
Rec sports offer alternative model 17
Canadian administrators share issues 19
Editor: Tenure denial shows true colors 20

... PLUS 36 jobs seeking women candidates

What Can You Do?

Solutions to the sexist backlash against women athletes by implications of lesbianism include:

- **Schools need clear anti-discrimination policy statements that include sexual orientation.** ADs should remind coaches of their school's policy, and be ready to back them up publicly if necessary.
- **Heterosexual coaches, both male and female, need to speak out against bias based on sexual orientation,** just as they would against racial bias.

"We need more coaches standing up against discrimination, so the ones who do [speak out] are not left hanging out there while everyone else is being quiet about their beliefs or exploiting people's prejudices," Pat Griffin said.

When a white coach speaks up against racism, there is no assumption that the coach is not white. But when a coach speaks up against sexism in the form of homophobia, there is often an assumption that the coach is homosexual, she noted.

"We need to work to get to the place where a coach or player is free to respond to charges of lesbianism by saying 'I'm not gay, but so what if I am? And why do you think I have to be gay to be concerned with the issue?'"

- **Schools can offer diversity training** for coaches, teams, athletic departments and student groups. The NCAA offers workshops on the "isms" and plans to include diversity in sexual orientation.

U-Mass professor Pat Griffin conducts 3-8 hour workshops for coaches and teams about issues of homophobia on dozens of campuses ranging from smaller Division III schools to Pennsylvania State University. For more info, call her: (413) 545-0211.

A 28-minute video called "Out for a Change: Addressing Homophobia in Women's Sports" created by Dee Mosbacher, a San Francisco psychologist/psychiatrist and filmmaker, is available from the University of California Extension Center for Media, 2000 Center St.-Fourth Floor, Berkeley CA 94704; (510) 642-0460.

The trigger film costs $150 to buy and $50 to rent. It comes with a 54-page leader's guide that contains three 55-minute units of curriculum activities, discussion questions and bibliography. Topics include examples of homophobia in women's sport, definitions, assessing the climate for lesbian, gay and bisexual athletes and coaches on campus.

One of the suggestions under "What to say when a parent pops the question?" is dismissive: "I don't care if my team sleeps with men, women, both men and women or the Goodyear blimp as long as they get good grades, respect each other, get along with teammates, and are good athletes."

"There is a double standard at work where women in sports are assumed to be lesbian and men are assumed not to be gay," Mosbacher said. She's now working on a video about homophobia in men's sports, including interviews with gay athletes like Olympic diver Greg Louganis and others.

These behaviors include dating, wearing excessive makeup, hair styles or clothes, and having sexual relationships.

"Many years ago the line was 'If you loved me, you'd do it.' Today it's 'If you don't do it, you must be gay,'" she says. It's an added pressure women athletes must deal with, and male athletes do not.

- Competing recruiters use the lesbian scare tactic negatively. They may unfairly warn student athletes away from a program by hinting that a coach is a lesbian and apt to force her lifestyle on players. These days, prospective student athletes and their parents are likely to ask about the sexual orientation of the team's coaches and players, as if a person's sexual orientation is contagious.

Also at risk are coaches who take strong non-discriminatory stances, like Pat Summitt at the University of Tennessee. Despite having a very successful basketball program and a husband and young son, she was the victim of the rumor mill, Griffin notes.

- The lesbian scare affects women coaches, who feel they must get married just to get jobs, whether or not they are lesbians or are inclined to marry.

Certain sports seem to attract more allegations of lesbianism. Joseph believes that softball has been targeted as one that attracts more lesbians, while she believes the national incidence of homosexuality of 1 in 10 is the same on the football, basketball, softball or other teams.

Appearance is the culprit, she says. "People try to make an issue in softball because of players' appearance. Look at our uniforms. We have to wear a male uniform; that's just the way it is."

What about male athletes who are gay?

The flip side, that there are male athletes who are gay, is unthinkable to many of the macho mindset.

"I think people can't even imagine that the quarterback could be gay," observed Pat Griffin. "Gay men who are interested in sports either get driven out, or they are so completely and deeply closeted that they never would bring it up."

Based on a report in *The NCAA News* on May 6, 1996, and interviews with Griffin and Mosbacher.

WOMEN IN HIGHER EDUCATION

Editor and Publisher: Mary Dee Wenniger
Copy Editor: Barb Brady
Contributors: Melanie Conklin, Doris Green, Dianne Jenkins
Graphic Artist: Lisa H. Heaselden
Career Connections: Mary Zenke

***Mission:** To enlighten, encourage, empower, and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.*

Women in Higher Education is published monthly twelve times a year by The Wenniger Company. Editorial offices and subscriptions: 1934 Monroe Street, Madison WI 53711-2027. Phone (608) 251-3232. Fax (608) 284-0601. Annual subscription rates: $79 US, $89 Canada (US funds), $99 elsewhere.

Copyright 1996 by The Wenniger Company. All rights reserved. Photocopying is illegal and unethical.

Write or call for discounted multiple subscription rates. Periodical class postage paid at Madison WI. **POSTMASTER:** Send changes to *Women In Higher Education*, 1934 Monroe Street, Madison WI 53711-2027.
ISSN: 1060-8303. *WIHE* Web Site: http://www.itis.com/wihe

Nearly Half U of Wisconsin Seniors Report Unwanted Sexual Advances

Whether it's a kiss or a rape or something in between, unwanted sexual attention has affected almost half (47%) of the University of Wisconsin senior women students over their university career.

Masters degree student Laurel Crown surveyed 1,000 undergrads, 250 in each class, for her "action research." Overall, 27.6% reported at least one "sexually violating incident" during the 1994-5 school year.

"Regardless of the level of assault – even what some people may consider an insignificant thing like a kiss – these things leave a psychological trail," noted Richard Keeling, director of the University Health Service.

"We think it's the best study that has been done on any campus," Keeling says. "Its methodology is sound and tells us a lot about the culture of college." The culture often involves mixing immature students having few rules and much alcohol, which is involved in most incidents.

Rape is not the only crime with lasting effects, respondents indicated. Negative consequences affect 93% of the women who reported experiencing any kind of sexually violating activity, Crown says.

Effects can include feelings of guilt, failing grades and clinical depression, the study reports, according to the *Wisconsin State Journal* on May 27, 1996.

Women, Minorities Spur PhD Increase While Overall Growth Rate Plateaus

While the number of PhDs awarded grew slowly, the percent for women has increased for the last three years and now totals 39.3%, according to a recent report from the National Research Council.

Women accounted for 88.9% of the increase in PhDs, 527 of the 593, from 41,017 in 1994 to 41,610 in 1995.

Black women are almost twice as likely to earn PhDs as black men. Of the 1,287 degrees earned by blacks in 1995, women earned 805 or 62.5%. That percentage is virtually unchanged from 1995, when blacks earned 1,095, with black women earning 686 or 62.6%. Although blacks are about 12% of the U.S. population, they earned about 4.7% of the PhDs awarded to US citizens in 1995.

1986-1995 Increase in Women Earning PhDs

Year	Total PhDs (in 000s)	# Women (in 000s)	% Women	Annual Change
1986	31.9	11.3	35.4%	+ 1.2%
1987	32.4	11.4	35.2	- 0.2
1988	33.5	11.8	35.2	-
1989	34.3	12.5	36.4	+ 1.2
1990	36.1	13.1	36.3	- 0.1
1991	37.5	13.9	37.1	+ 0.8
1992	38.9	14.4	37.0	- 0.1
1993	39.8	15.1	37.9	+ 0.9
1994	41.0	15.8	38.5	+ 0.6
1995	41.6	16.3	39.3	+ 0.8

1995 National Research Council summary report

Women continue to earn more PhDs in health sciences, psychology-anthropology-sociology, literature, foreign languages and education, totaling 52% of the non-science doctorates.

In engineering and science PhDs, women continue to lag. Of the 26,515 PhDs last year in the sciences, women earned 8,273 or 31.2%, up from 30.2% in 1994. Women earned more than a quarter of the degrees in health sciences (63.4%), biosciences (41.2%) and chemistry (30.6%).

Women earned 20% in computer sciences, 22% in agricultural sciences and 11.6% in engineering.

1995 PhDs by Academic Discipline and Gender

Field	Total	% to Women	% to Men
All	41,610	39.3%	60.7%
Arts/humanities	5,061	51.7	48.3
Bus/management	1,323	28.4	71.6
Education	6,546	61.6	38.4
Engineering	6,007	11.6	88.4
Life sciences	7,913	42.1	57.9
Physical sciences	6,806	22.0	78.0
Social sciences	6,623	50.8	49.2
Professional (not bus)	1,305	45.1	54.9

1995 National Research Council summary report

The summary report will be available in October from the National Research Council at (202) 334-3161.

Stop-Rape Message on Urinals Makes A Big Splash at Ohio State University

Slogans put on 200 campus urinals in May remind Ohio State men that "YOU HOLD THE POWER TO STOP RAPE IN YOUR HAND."

A tactic to reach men on campus who do not attend workshops and lectures about rape, the campaign has tickled the media, including *Newsweek*, *USA Today*, the Associated Press wire, the BBC in London and Rush Limbaugh on TV.

Created by Michael Scarce, coordinator of the OSU rape education and prevention program, the project represents an innovative approach to reach the consciousness of male students who are traditionally resistant to the group's workshops.

"If our goal is to prevent rape on campus, we need to begin with the source – the people who are committing the majority of rapes, he said. "For $500, we've reached millions of people worldwide."

The project is not without controversy. Scarce reports students on campus "are really into it," while more conservative faculty and staff just tolerate it, and the community is more hostile.

Three different janitorial supply houses refused to print the slogan on the red urinal screens after originally agreeing to it. Finally, Scarce bought the screens from a janitorial supply house, then found a printer who would put the 1 x 2 inch message on the screen.

The group printed 300, and has distributed 200 on campus and another 40 to fraternity houses. Off-campus bars are cool to the idea of putting them on their urinals, he said, because he is also trying to get them to discontinue their Ladies Night promotions of cheap or free drinks. (Research shows alcohol is a factor in many campus area rapes. In Madison WI, the city attorney ruled that offering free or reduced cost drinks for women is an illegal form of sex discrimination against men.)

Scarce sees the project as a new way to call attention to the need for rape prevention on campus. "Strangely, some members of our community have displayed more public condemnation of a piece of rubber imprinted with one sentence than the prevalence of the rape of our women students," he notes.

"Innovation requires risk. The devastation of rape necessitates nontraditional approaches to social change," Scarce says. Columbus area rape education and treatment programs have expressed support for the project despite the controversy.

He says the urinal screens encourage men to think about the various things they can do with their penises: urinate, engage in sexual behavior, or wield them as weapons in the case of sexual assault. It conveys the message that rape is an act of violence, not sex, although sexual body parts may be involved.

Scarce, a grad student in public health, is the first male coordinator of the OSU rape education and prevention program since its creation in 1983.

Call him at (614) 292-0479 for more information.

Wellesley Sex Harassment Suits Show Need to Check in the Trenches

Wellesley College MA boasts of graduating Hillary Rodham Clinton, but officials are not so proud of two recent sexual harassment suits there.

In February, the college settled a lawsuit by Kimberly Delaney, 37, who complained of harassment and discrimination by Oliver Clark, chief of security police. Terms were kept secret.

In April, a U.S. District Court jury awarded an employee at the college bakery $250,000 in compensatory and punitive damages after her complaints of supervisor harassment were ignored.

Mary Anne Miller was a food service employee who complained of harassment in 1993. After her complaint, she was demoted and paid less. Records showed her problems started in 1986, and became progressively worse. Marriott International Inc. handles the college's food service.

Miller's harassment by supervisor Mario Ferrone reportedly included being rubbed and subjected to lewd remarks, ridicule and comments about her clothes and his genitalia.

Although Miller had spoken to an employee in the president's office, a union representative and the campus police, her allegations were never fully investigated, according to her lawyer.

The cases demonstrate that even an elite women's college with noble principles can fail to convey its mission to all campus employees and staff, resulting in a conflict between talking the talk and walking the walk..

"Oftentimes, you will see an institution with the best intentions and highest ideals, but when it comes to the trenches the complaints are not always acted on," explained Michael Duffy, of the Massachusetts Commission Against Discrimination.

"This situation has been particularly distressing precisely because of the kind of institution Wellesley is – a place where women are encouraged to question and where the pursuit of equity is a central theme," noted President Diane Chapman Walsh in a written response.

Details are from *The Boston Globe* on May 28, 1996.

Day Care Doesn't Signify Neglect, Michigan Supreme Court Affirms

Two years ago, a circuit court judge ruled that a student at the University of Michigan could not properly care for her daughter while attending college, and awarded custody to the child's father.

Education administrators nationwide were shocked, fearing the case would discourage other mothers from seeking higher education. They are among those who could most benefit from education boosting their careers. They also one of the fastest growing market segments for higher education.

Last month the Michigan Supreme Court upheld an appeals court ruling that child care arrangements shouldn't influence who gets custody.

Although the ruling does not automatically grant Jenifer Ireland custody of her daughter Maranda, it sends the case back to circuit court and a new judge.

The judge hearing the original case wrote, "There is no way that a single parent attending an academic program at an institution as prestigious as the University of Michigan can do justice to her studies and the raising of an infant child."

As reported in *The Chronicle of Higher Education* on May 31, 1996, the case may have implications for other students who are parents.

Appeals Court Backs Male Profs' Clash Over Virginia Faculty Women's Raises

They believed they were doing the fair thing back in 1992, when a salary survey showed women faculty were underpaid. Virginia Commonwealth University gave $440,000 in pay raises to 168 women who filed for salary equity adjustments.

But five male professors sued, claiming a flawed study that failed to consider other factors.

In May the U.S. Court of Appeals for the Fourth Circuit voted 9-5 to reverse a U.S. district court ruling that found the university was justified in its salary adjustments. Now a jury must hear the full-blown case, where both sides will have a chance to present evidence. No date is set.

Administrators and faculty at other schools are watching the case closely to determine just how technically clear-cut a case must be for a trial judge to grant a judgment for one party, without holding a trial on the disputed evidence.

Calling the majority and concurring opinions "quite disturbing," Judge M. Blane Michael wrote in a dissent: "They accept (at least tacitly) the male plaintiffs' argument that a salary equity study cannot assume that men and women are equally productive. Somehow we should be far beyond that point today."

Details from *The New York Times* of May 14 and *The Chronicle of Higher Education* on May 24, 1996.

Lynn M. Gangone, Executive Director, National Association for Women in Education (NAWE)

"We still have miles to go before we sleep."

"I was a pre-Title IX baby," explains Lynn M. Gangone, describing her life-long fascination with issues women face in the field of education.

An initial defining moment in her life took place in high school, playing on the girls softball team, the first undefeated team in her high school's history.

One day as she and her team mates headed to the school book store to buy T-shirts and socks to serve as their uniform, she noticed a boy in his expensive football uniform, decorated with all the extras. She winced, recalling the football team had the worst losing record of any school team.

"It was one of those ah-ha moments," recalls Gangone. "It was one of the first times I realized women just get treated differently."

After high school, Gangone attended a women's school, the College of New Rochelle NY. She considers her being there a fluke, resulting from the school offering her the best financial aid package, and a respected high school teacher who challenged her, saying: "I went there, but I bet you couldn't get in!"

Her pursuing a career advocating gender equity issues, she believes, is a direct result of the women's college environment, combined with her family's assurance that she could do anything she pleased.

> ***We need to hang on to what we've already gotten. Congress is beating the heck out of all of the organizations that have helped women be players in our society.***

Gender Lens

As executive director of the Washington DC-based National Association for Women in Education, Gangone sees her role as supporting women in the battle for equity in education.

"We examine current issues in higher education and then view them through the lens of gender," says Gangone. "We look at how they affect women, how they're viewed by women. And we're always committed to women's professional advancement."

Under various names, the National Association for Women in Education has been around for 80 years. Its original claim to fame? Says Gangone: "We were the first organization to look at the glass ceiling for women in higher education."

As women's roles on campus expanded, the organization's name changed to reflect their new positions. Founded in 1916, it was the National Association of Deans of Women for 40 years.

"Then it was really the only position women had in administration," explains Gangone. In the late 1950s, as women began moving into other fields, it became the National Association for Women Deans and Counselors (NAWDAC). *Administrators* was added to the title in the early 1970s, and in 1990 came its current name.

Information and Advocacy

For its 2,000 members, NAWE publishes the quarterly scholarly journal *Initiatives* and the quarterly newsletter *About Women on Campus*. It hosts two annual conferences, one for professionals and one for student leaders.

But the central role she stresses is advocacy: supporting legislation and signing on to legal briefs in support of Title IX litigants or opening schools like Virginia Military Institute to women students.

Lately Gangone and NAWE have been forced to spend a lot of time keeping a watchful eye on bills that would undermine advances women have made.

"We need to be hanging on to what we've already gotten," she says. "Congress is beating the heck out of all of the organizations that have helped women be players in our society." As an example, she cites the attack on the Women's Educational Equity Act and campus sex equity coordinators, who face uncertain federal funding in the next fiscal year.

She also advises closely watching the affirmative action debate, because while it's now based in race, she says it's "inextricably linked" to women's issues, such as how colleges decide whom to admit.

"We've made many strides," notes Gangone, "but we still have 'miles to go before we sleep,' to quote Robert Frost."

Women at the Core

To Gangone, a critical issue is opening up the organization, changing its image from that of an exclusive old girls' network to a vibrant, inclusive organization on top of national issues.

"We're looking to be *the* association for women who work in the education field," says Gangone. "Go to conferences in your particular disciplines, but if you want to do something out of the box, come to one of ours. At most professional conferences, women are appendages. At ours, women are at the core."

Noting a diligence at being inclusive, she points to the wide array of caucuses within NAWE: "You can associate with women's center folks or folks in counseling. And there's a strong ethnic women's caucus and a strong lesbian and bisexual caucus."

Gangone promotes organizations like NAWE for networking, noting that every single job she's had came through personal connections. In fact, she heard about her NAWE job while sitting on a panel at a conference in Baltimore with a board member.

"I'm a strong believer in networking," says Gangone. As executive director, she wants to strengthen ties between NAWE and other organizations serving women in education. "My goal is to make the organization very visible," she says, "and strengthen its collaborative work with other professional and women's organizations to effect change in the broader society."

Jill of All Trades

Becoming the leader of an association was in itself a big risk for Gangone. She'd been in academia most of her career, most recently as vice-president for college relations at Centenary College NJ, where she was promoted from dean of students.

"I was in development, which is one of the highest paid areas," says Gangone. "And I was on a track that most people consider leading to a presidency. Here I'm asked to be a Jill of all trades." She says one minute she's doing fundraising, the next she's fixing the copy machine and then she's on the phone with a caller about a NAWE conference.

"It's not a niche in days when they are asking people to specialize," says Gangone. "But in today's marketplace, if you're not a risk taker, you get left behind."

Gangone is making sure she won't be one left in the dust. Her job at NAWE is allegedly four days a week, allowing her to finish a doctorate in higher education administration and leadership development at Teachers College of Columbia University NY. In her vast amount of spare time, she tries to explore Washington DC on her motorcycle.

Eclectic Career

At 38, Gangone says many think it's strange for someone so young to head an association, which others do at the end of their careers. But she says her career has always been eclectic: gender equity specialist for the New York State Education Department, training director at Rutgers State University NJ, and consultant to schools to retain and place females in non-traditional majors and jobs.

Having headed NAWE for just one year, she says "This job is good. I'm doing my own thing." Accountable only to a board spread all over the U.S., she has a high dose of day-to-day freedom.

With a wide range of skills useful in academia, associations or business, she's pondering how to create linkages between corporate women, women politicians, the media and women in education.

"I think about how we can work those angles and how we can create the change we need," she says. "But right now I'm really just trying to figure out exactly what it is I really want to do."

-MC

Independent PA Schools Advise New Faculty PhDs on Expectations

For new PhDs who come out of large research schools, their first job at an independent college can be a huge culture shock. Especially women, having learned the male research model, now must shift gears to succeed in a climate that values teaching.

To show applicants the expectations of the deans and provosts who hire, mentor and assess the faculty, representatives of 12 independent colleges and universities in Pennsylvania drafted an open letter to new PhDs. It reflects "a vision of the kind of education we want our undergraduate students to have, and the sort of faculty we must attract if we are to realize that vision."

"Both women and men on our faculties need to work on making the classroom a fairer place for women students, but women faculty bring particularly useful experience and understanding to the issue of gender equity," said Karen Tidmarsh, dean of the undergraduate school at Bryn Mawr College PA.

- **First and foremost, the faculty is committed to the advancement of learning.** The goal is enabling faculty to balance and complement teaching and research. Rather than doing research or creative activities that remove them from the students or detract from their teaching, faculty are expected to involve students in their research, sometimes even as collaborators, and bring new connections and their excitement about them to the classroom.
- **Faculty engage undergraduates by introducing their own interests,** sharing their enthusiasm. By placing their own discipline in the perspective of a larger intellectual context and crossing disciplinary boundaries, faculty can help students connect what they already know to the disciplines.
- **Strong communication skills are essential for faculty,** as well as a willingness to teach those skills along with the content of their disciplines. Faculty must understand how students learn, and be prepared to work with students from a broad range of backgrounds, preparations and aptitudes. And, balance their willingness to adapt to different needs with a commitment to high standards for all students.
- **Faculty is prepared for a great deal of social involvement.** As examples of a democratic community despite its inefficiencies, we ask faculty to help build communities in which citizenship and service are taught by example, and diversity, responsibility and cooperation thrive.
- **Faculty shape students' educational experience as much by who they are as by what they teach,** sharing an interest in their personal as well as intellectual development. While new and exciting technologies can help, we find personal interaction between faculty and students is essential.
- **Graduates have the ability and confidence to think and work independently, as well as the skills to cooperate and collaborate.** They'll need a healthy skepticism, as well as a respect for evidence and a tolerance for ambiguity, in assessing information. And the ability to express themselves clearly and effectively in both writing and speaking. We expect graduates to have integrity, a sense of social responsibility and the ability to make ethical judgments.

When the Fox Guards the Chicken House: Campuses Handling Rape Cases

When Christy Brzonkala sued her school after it handed down a punishment of only a one-hour education session to the football player who had raped her, she blew the lid on a campus system that permits select students to get away with murder – or at least rape, arson and other serious crimes.

By not reporting serious crimes like rape to campus or local police, administrations are free to give preferential treatment to athletes and other advantaged students, like those with enough money and chutzpa to sue if they're disciplined.

What's worse, these administrations protect the image of their institution as a secure, low-crime haven when the truth may be just the opposite.

Some administrators may believe they are protecting the confidentiality of the victim and acting in her best interests by not reporting serious incidents to police.

But in truth, they are circumventing justice. Parents and future students receive no warning of the sometimes less-than-idyllic campus culture. And student rapists and other felons go free, thinking they can get away with other crimes.

Businesses have learned it's expensive not to protect women. Now, universities need to learn that if they ignore women, they're going to lose plenty.

Synopsis of the Virginia Tech Case

Brzonkala accused a football player, Antonio J. Morrison, and his roommate, James L. Crawford, of raping her in their dorm room at Virginia Tech. When the university cleared Crawford and then canceled a one-year suspension of Morrison just before football season began, Brzonkala sued the university and the two students.

The amount of her damage claim – $8.3 million– equals the amount Virginia Tech received for competing in the Sugar Bowl last year.

She had sued under both Title IX (which bars discrimination in educational institutions receiving federal dollars) and the 1994 Violence Against Women Act. The discrimination case was dismissed, but Brzonkala has appealed that decision. (See *WIHE* April and June 1996.)

Suit Captures National Attention

Because her suit is the first filed under the new 1994 law and the damage claim is so large, it attracted a lot of media attention, most supporting Brzonkala. As a result, she has already succeeded in warning many other students about hidden crime on their campuses.

On the *WIHE* Web page in April, all comments on the case condemned the campus judicial systems. "I think that sexual assault complaints should be handled outside of school!" e-mailed one woman. "It is so wrong that if you are an athlete or other high-profile student, you can do whatever you want!"

The New York Times covered the suit extensively, and many readers wrote to complain about the lack of campus justice. One of them was John Silber, president of Boston University, who commented that most campus "disciplinary proceedings don't have the basics required by a fair trial: a professional and independent judiciary, enforceable rules of procedure, effective and fairly applied sanctions."

That's because most campus systems, he noted, were set up to handle minor infractions of campus classroom and residence hall behavior codes. Silber thinks administrators have an obligation to "refer all criminal cases to the real criminal justice system."

Brzonkala Not an Isolated Case

Another reason for the media outcry is that Brzonkala's case isn't unique.

- A University of Nebraska at Lincoln student, Lawrence Phillips, assaulted his former girlfriend, striking her and dragging her down a stairway. The star running back on Nebraska's football team was sentenced to one year's probation and ordered to pay some of the girlfriend's medical bills and attend psychotherapy sessions as well as classes in preventing domestic violence. But after serving only a six-week suspension, Phillips was reinstated to the football program.
- A University of Southern Florida at Tampa male student kidnapped and raped a freshman woman who refused to testify against him at a disciplinary hearing. He then shot her brother and killed himself. This occurred after three other woman students had complained that the man had stalked or hit them, yet he had never been suspended from the school.
- At the University of California at Santa Cruz, several male students committed multiple sexual assaults on freshman women. In a bizarre kind of campus judicial plea bargain, they were all allowed to transfer to other state campuses with clean records.
- At Miami University of Ohio, a sophomore woman student dyed and cut her hair and changed her manner of dress after seeing – in her dormitory – the student who had assaulted her the year before. His punishment? "Student conduct probation," meaning that if he were found responsible for any other serious campus violation before graduation, he would be suspended.

Hard to believe? A male student who witnessed the assault on the Miami University woman and testified about it was himself suspended three days after her campus judicial hearing. His crime? Possessing a beer while underage.

Lawmakers Tried in 1990

Lawmakers thought they'd solved the problem in 1990 by passing the Student Right-to-Know and Campus Security Act. It requires colleges to report accurate crime statistics annually.

But many colleges don't comply, and the U.S. Department of Education has done little to punish them, according to advocates of crime victims who addressed a House of Representatives panel last month. Even when institutions do accurately report incidents on the logs of campus police, they routinely overlook cases that were simply handled administratively and ignore cases involving students that took place in off-campus housing only a block away.

Brzonkala's attorney, Eileen Wagner, cited the example of VA Tech, which "reported one rape in an eight-month period [but later, in the course of] bragging about the services of the women's center, mentioned there were 20 rapes in the same period."

Wagner adds, "My assessment of the statistics is that they're only reporting what they have a police report for." And some schools could be calling rape something else. For example, she says Carlton College calls rapes "advances in sanctions."

Damning Testimony

Among those who testified before the House panel was Christy Brzonkala:

"In mid-September, 1994, I was raped by two football players in my own dormitory. I had met them for the first time just 15 minutes before they attacked me. At first all I wanted to do was forget about it. I stopped going to class. I cut my hair. I slept all day and never went out. Things got worse. I attempted suicide the first week of October..."

Brzonkala talked to the Women's Center counselor and agreed to file charges under the school's Sexual Assault Policy. She was promised a fair chance to get the football players punished.

But after the initial campus hearing and suspension of Morrison, the Sexual Assault Coordinator and the dean went to her house. They told her "the school had mistakenly used the wrong policy for the hearing," according to Brzonkala's testimony. "They said the suspended football player was threatening to sue the school. They said the school was not going to court over this."

Brzonkala then endured a seven-hour second hearing and was told: "The accused player was found guilty again and he was suspended again."

But later, she testified, "Without a word to me, Virginia Tech told the sports press ... that the player's punishment had been 'deferred' until after he graduated."

The 19-year-old concluded, "I think Virginia Tech treated me this way because I had the nerve to complain about two of their precious football players... I doubt that Virginia Tech really knows how many of its athletes have criminal histories even before they are recruited. The rest of us come to college believing we are safe. We are anxious to meet new people and make new friends... If I had known there were dozens of sexual assaults at Virginia Tech every year ... I would have been a lot less trusting with fellow students I had only just met."

House Fails to Act

Despite the testimony from Brzonkala and others, the House panel did not lead to effective solutions to the problem of under reporting of campus crime.

David Longanecker, Assistant Secretary for postsecondary education, asserted that most colleges wanted "to comply with the act." He said the goal of the Education Department is to help violators rather than hand out the stiff fines authorized by the 1990 law.

In other words, the lack of backbone and downright subversion of the truth by colleges and universities has been compounded by a wishy-washy federal agency. Who, then, will stand up for fair treatment of women?

The answer appears to be: Only women themselves, like Christy Brzonkala.

Eileen Wagner has a strategy. "Administrators make all the decisions on the bottom line. Each player is worth $50-75,000 in recruitment, scholarships and other costs.

"The athletes are investments. Athletes think they're God's gift to women. But in reality, they are horseflesh, bought and paid for."

Meanwhile, the administrators think they're making a business decision, Wagner said. But even "Businesses have learned it's expensive not to protect women. Now, universities need to learn that if they ignore women, they're going to lose plenty."

-DG

The New York Times, February 11, May 3, 5, 9, 12 and 14, 1996; *Richmond Times-Dispatch*, June 11, 1996; *The Chronicle of Higher Education*, June 14, 1996.

Off-Campus Rape by Frat Boys No Concern of UCLA?

May brought a report of sexual assault, involving three members of the UCLA Zeta Beta Tau fraternity who allegedly gang raped a sorority member at a party in Palm Springs CA.

Some say it reflects prevailing standards in a fraternity system where males are admired for getting women drunk and incapacitated, easy prey for sexual assault.

About 200 people rallied on the Westwood campus on June 6, calling for reform of the fraternity system and more awareness of sexual assault.

Specifically, students asked for a UCLA rape crisis hotline, automatic student conduct board hearings for rape suspects and additional resources for education and prevention of sexual assault.

But UCLA assistant vice chancellor Robert Naples said the campus already provides enough rape prevention and education services.

The case has sorority members on edge. They don't want to seem hostile to the Greek system, yet want to support women. Debbie Kim, president of the Pan-Hellenic Council, spoke out:

"Tonight proves we will no longer tolerate being unheard. As women, we must stand and fight. It is our responsibility to continue education and outreach to women about women's issues such as rape. It is our responsibility to hold one another accountable, to look out for one another, and continue fighting for the empowerment of women."

Reports are from the *Los Angeles Times* on June 7, 9 and 13, 1996.

Want to reach 12,000 women *on the move?*

Your announcement here
reaches women in top administrative,
faculty and staff positions on campus.

Women in Higher Education

Now on the World Wide Web, reaching millions!
● indicates the full text of this announcement
is on the Web: **http://www.itis/com.**

Call Mary Zenke at (608) 251-3232 for details.
The August issue closes July 19, 1996.

Texas State
Technical College
System

CHANCELLOR

TEXAS STATE TECHNICAL COLLEGE

The Texas State Technical College System invites applications and nominations for the position of Chancellor. Texas State Technical College (TSTC) is headquartered in Waco, Texas (population 105,000). TSTC contributes to the educational and economic development of the State of Texas by offering occupationally oriented programs with supporting academic course work, emphasizing highly advanced and emerging technical and vocational areas for associate degrees or certifications of completion. Campuses are located in Waco, Harlingen and Sweetwater, Texas, with extension centers in Marshall, Abilene, Breckenridge and Brownwood, Texas.

The Chancellor of the TSTC System is the Chief Executive Officer of the College and reports directly to the Board of Regents. The Board is composed of nine members appointed by the governor of Texas for staggered six-year terms. In addition to administering the affairs of the College consistent with state and federal law, regulations, and Board policies, the Chancellor is responsible for the planning and implementation of educational programs, development of advanced and applied technological centers, and short and longrange planning. The Chancellor is the primary TSTC representative to the Texas Higher Education Coordinating Board and represents TSTC before various committees of the Texas Legislature and before public and private organizations and agencies. The Chancellor is responsible for the development and Board of Regents' approval of the TSTC budget and is responsible for all institutional assets, facilities and equipment.

Candidates should hold a college degree, preferably a doctorate, but industry, technical, and business experience and professional achievement are important considerations. Strong communications skills are an absolute necessity to articulate the mission of TSTC and enhance its stature throughout the state. Impeccable integrity, a high energy level, excellent administrative skills, political sophistication and genuine enthusiasm for the purpose and role of TSTC are also important attributes.

Nominations and applications, along with resumes and references should be sent on or before **July 15, 1996** to:

Chancellor, Texas State Technical College
Box 1308, Waco, Texas 76703-1308.

Texas State Technical College is an Equal Opportunity Employer.

The San Diego Community College District announces the following position:

VICE PRESIDENT, INSTRUCTION, CITY COLLEGE

The district is seeking a proven administrator, experienced and effective in: developing and implementing a comprehensive student services/activities program; communicating; motivating people; working with people from diverse backgrounds; conflict resolution; implementing matriculation services; and developing and administering budgets.

Qualifications: Master's degree from an accredited institution; AND one year of formal training, internship or leadership experience related to this position;

Salary: Currently $5,766-$7,359 per month. A generous benefits package is also included for this 12-month assignment. To request materials, contact:

Human Resources Employment
San Diego Community College District
3375 Camino del Rio South, Suite 330
San Diego, CA 92108-3883
(619) 584-6579 or 1-800-648-4023

Application material must be received in Human Resources Employment no later than 4:30 p.m. on Thursday, July 16, 1996.

VICE PRESIDENT FOR FINANCE

The University of Wisconsin System

The University of Wisconsin System seeks applications for the position of Vice President for Finance. The Vice President will report to the President and is responsible for all financial matters of the UW System, and will serve as chief financial officer to the Board of Regents, the President, UW institutions, and System Administration. The Vice President serves as a member of the President's cabinet and takes a leadership role in planning policy and practice of financial and fiscal issues. The Vice President assists the President in the development of UW System's operating and capital budgets, provides financial and policy analysis of University policies and programs, and provides information to all levels of management.

The successful candidate will have significant experience in managing complex financial matters and budgeting for a large organization.

Evaluation of credentials will begin on August 12, 1996, and will continue until the position is filled. The person selected will assume his/her duties no later than December 1, 1996.

For a complete position description, please contact:

Keith R. Sanders
Senior Vice President for Administration
Chair, Search and Screen Committee
University of Wisconsin System
1730 Van Hise Hall, 1220 Linden Dr.
Madison, WI 53706-1559

608/262-4048 FAX: 608/262-3985

The University of Wisconsin System is an Affirmative Action/Equal Opportunity employer and actively seek and encourages applications from women, minorities, and persons with disabilities. It is our policy to provide reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment.

UTAH STATE UNIVERSITY

Invites Applications and Nominations For

Vice President for Student Services
and
Dean of Academic Support Services

DESCRIPTION: The Vice President for Student Services is one of five Vice Presidents reporting directly to the President. As Dean of Academic Support Services, the Vice President reports to the Provost.

QUALIFICATIONS:

- An earned advanced degree: MS/MA required, doctorate from an accredited university preferred.
- A record of progressive administrative responsibility and demonstrated leadership in student services at a comprehensive research and residential university.
- Demonstrated experience in financial and fiscal management and application of technology to service delivery.
- Excellent interpersonal, communication, collaboration and facilitation skills.
- Demonstrated familiarity with current trends and issues in student life.
- Demonstrated commitment to and experience in promoting a positive relationship between academic and student services.
- Demonstrated contributions to the student services profession in one or more of the following: research, writing or involvement in professional associations.
- Demonstrated working experience and sensitivity to multicultural and diversity issues, including international student populations.
- Demonstrated experience in working directly with students in areas such as: student government, student activities, clubs and organizations.

COMPENSATION: Starting salary will be competitive and commensurate with qualifications and experience. Utah State University provides an excellent benefits package.

APPLICATION: Interested applicants should submit a letter of application addressing their qualifications, clarifying personal and career objectives and describing their philosophy of higher education; a complete resume; and names of five references. Applications and nominations should be forwarded to: **G. Jay Gogue, Provost, Search Committee for Vice President for Student Services, Utah State University, Logan, UT 84322-1435.** Review of applications will begin on August 15, 1996 and continue until the position is filled.

Utah State University is an Equal Opportunity/Americans with Disabilities Employer
Candidates from under represented populations are encouraged to apply

---

ANTIOCH UNIVERSITY

PROVOST
ANTIOCH SEATTLE

The Board of Trustees of Antioch University invites nominations and applications for the position of Provost of Antioch Seattle. Antioch Seattle is one of the five degree granting campuses of Antioch University and is located in Seattle, Washington. The other units of Antioch University are Antioch Southern California in Los Angeles and Santa Barbara, Antioch New England Graduate School in Keene, New Hampshire, and Antioch College and The McGregor School, both of which are located in Yellow Springs, Ohio.

The Provost of Antioch Seattle, as chief executive officer of the school, is responsible for all day-to-day activities of the campus and reports to the Board of Trustees through the University Chancellor. The Provost is expected to work closely and collaboratively with the Chancellor and the four other chief executives of the Antioch campuses on all University-wide issues.

Founded in 1975, Antioch Seattle has developed a reputation for innovative, high quality academic programs with a practitioner focus. Over 80% of the School's 650 adult learners study at the Master's Degree level (in psychology, whole systems design, management, education and teacher's certification), and about 20% are in a BA degree completion program. Antioch Seattle also has a partnership with The Heritage Institute in offering short-term continuing education programs throughout the Pacific Northwest.

The Provost should have at least five years experience in significant administrative positions in higher education, an earned doctorate, and an understanding and sensitivity to the adult learner. It is expected that the successful candidate will have a strong commitment to affirmative action, be a collaborative leader and decision maker, and be willing and able to raise funds for and increase the visibility of the campus.

The new Provost is expected to assume office on January 1, 1997. Nominations and applications should be sent to:

Antioch Seattle Provost Search Committee
Office of the Chancellor
Antioch University
150 E. South College Street
Yellow Springs, Ohio 45387

Applications should include a resume and a letter discussing the candidate's suitability for the position. Review of candidates' credentials will begin on or about August 1, 1996.

Antioch University is deeply committed to equal employment opportunity and affirmative action and strongly urges women and people of color to be nominated and apply

---

— TEXAS WESLEYAN UNIVERSITY —
DEAN OF THE SCHOOL OF BUSINESS

Texas Wesleyan University invites nominations and applications for the Dean of the School of Business. The University seeks a visionary leader with a strong commitment to further developing our School of Business. Texas Wesleyan is an urban teaching university located in Fort Worth serving a multi-generational and multi-ethnic student population of just under 3,000 students in five schools (Business, education, Fine Arts, Law, and Science and Humanities). The School has 18 full-time faculty and a number of part-time faculty teaching in economics, finance, information resource management, marketing, accounting, international business and mass communication.

The Dean will have primary responsibility for achieving the mission of the school including maintaining a strong commitment to the traditional curriculum as well as the Weekend University, developing the newly implemented graduate program in business and extending school relationships to the metroplex. The Dean reports to the Provost and Senior VP and participates as a member of the Deans' Council. Candidates should have a terminal degree appropriate for appointment to the faculty of the School of Business. Higher education administrative experience at the level of department chairperson or its equivalent is essential.

Applicants should submit: a letter of application in which they outline the basic tenets of their leadership; a current resume or curriculum vita, transcripts, and a list of three or more references with current addresses and phone numbers. The review of applications begins September 1, 1996, with the appointment to be made as soon as practicable but preferably no later than January 1, 1997.

Send nominations or application materials to:
Thomas F. Armstrong
Provost and Senior Vice President
Texas Wesleyan University
1201 Wesleyan
Fort Worth, TX 76105-1536

COLLEGE OF BUSINESS ADMINISTRATION

University of Wisconsin Oshkosh

Position Announcement

Applications and nominations are invited for the position of Dean of College of Business Administration. The College seeks candidates who have a well developed vision of, and can provide leadership for, the College into the next century.

The Position

The Dean of the College will be responsible for:

- Recruitment, development, and retention of a diverse faculty, staff and student body;
- Development and management of innovative, progressive and relevant curriculum;
- Working collaboratively with other colleges and administration to further the University and College goals;
- Pro-actively enhancing and extending alliances with corporations, the community, and external funding sources.

Qualifications

The successful candidate will have:

- A PhD or DBA in business or a related field with a record of distinguished teaching and research; or
- Significant corporate experience in an executive policy making position with a commitment to higher education; and
- Excellent leadership skills;
- Knowledge of current trends and practices affecting business education;
- Demonstrated administrative and problem-solving skills to represent the College to the University system and external agencies;
- The ability to function effectively in a shared governance environment.

The University And Community

The University of Wisconsin Oshkosh is located in the Fox River Valley, a fast growing technical and industrial area with a population of 300,000. The College of Business is an AACSB accredited institution serving the entire Northeastern and Central Wisconsin regions. A team of 50 highly talented and motivated faculty and staff in the College are committed to offering both BBA and MBA degrees to over 2000 students. Important programs offered by the College include the Business Development Center, the Asian Business Studies Program, and the Wisconsin Family Business Forum. The University and the College have extensive resources and state of the art computing and instructional facilities to support faculty development and curriculum improvement.

Application process

The position opens January 1, 1997, and offers competitive compensation and salary. Nominations or applications must include a letter of interest, statement of vision for the college, current vita, transcripts, and the names, addresses, and phone number of five references the Committee may contact at a later stage of the search. These materials may be mailed to:

Dr. B.S. Sridhar
Chair, Search & Screen Committee (COBA)
CF6, 800 Algoma Blvd.
University of Wisconsin Oshkosh
Oshkosh, Wisconsin 54901

The last day for receipt of applications: **August 26, 1996.**

University of Wisconsin Oshkosh is an Equal Employment Opportunity Employer. Minorities and women are encouraged to apply.

MSJC

MT. SAN JACINTO COLLEGE

MT. SAN JACINTO COLLEGE announces the following full-time openings:

- Dean of Human Resources
- Dean of Institutional Advancement/Executive
- Director of MSJC Foundation
- Financial Aid Director
- Director of Government and Community Relations
- Director of Research
- Anthropology Instructor
- A&P/Microbiology Instructor
- Earth Science/Geography Instructor
- Multi-Media/CIS Instructor
- Office Administration Instructor

For more information please call (909) 487-MSJC (6752), ext. 1111 or 1150. Fax (909) 654-5971. Internet CHRO940@msjc.cc.ca.us, or TDD (909) 654-2098.

Seton Hall University

Dean of The College of Arts and Sciences

Seton Hall University invites applications and nominations for the Position of Dean of the College of Arts and Sciences. Seton Hall University is a Roman Catholic institution affiliated with the Archdiocese of Newark. Founded in 1856, it is the oldest and largest diocesan university in the United States. Its main campus is in suburban South Orange, New Jersey, fourteen miles from Manhattan. The University enrolls 9,000 students (4,300 full-time undergraduates) in eight schools: Arts and Sciences, Business, Education and Human Services, Nursing, Theology, Law (located in Newark), Graduate Medical Education and University College (Continuing Education). Seton Hall is a Doctoral II University with one third of its enrollments on the graduate/professional level. The University is in the final phase of a major construction program, has just completed a capital campaign and has begun to implement a long-range technology plan.

The College of Arts and Sciences has 21 departments, a full-time faculty of 180 approximately half of the full-time undergraduates in the University and 35 undergraduate and 13 graduate programs. Seton Hall's oldest and largest school, the College of Arts and Sciences, provides the core of traditional undergraduate education as well as a growing portion of the University's graduate and professional education.

The dean is the chief academic officer of the college and reports to the provost. The dean provides leadership and supervision for all academic programs in the college, administers the academic budget and advises the provost on all matters relating to the college's faculty and students.

Candidates must qualify for senior rank in one of the disciplines represented in the college and possess an outstanding record of teaching and scholarly achievement. The dean must be an agent for innovation in undergraduate and graduate education and a strong leader possess a comprehensive understanding of Catholic higher education, exhibit strong interpersonal skills and the ability to lead and inspire a diverse faculty and student body and to communicate with external constituencies.

Applications are requested by August 15, 1996. Review of applications will begin immediately with the goal of filling the position by January 15, 1997. Women and minorities are especially encouraged to apply. Salary is competitive. Nominations and applications/resume should be sent to:

Department of Human Resources
Attention: Search Committee
Dean of the College of Arts and Sciences
Seton Hall University
400 South Orange Avenue
South Orange, New Jersey 07079

Seton Hall University offers a smoke-free work environment.
For other job opportunities call 201-275-2017.
Equal Opportunity/Affirmative Action Employer

UNIVERSITY OF WISCONSIN

DEPARTMENT OF SOIL SCIENCE

Assistant Professor - Waste Management

(PVL #25737)

Tenure-track, 12-month, 20% Research, 80% Extension. Develop an innovative research and outreach program emphasizing sustainable management strategies for land application of domestic, industrial, and agricultural wastes. Field and laboratory research to maintain and enhance the soil resource and minimize the pollution potential of waste materials is expected. Extension responsibilities include delivery of educational programs on management of diverse waste materials and dissemination of results from the research program on waste management to a wide range of clientele. Training of graduate students and occasional contributions to the department's teaching program are expected.

A Ph.D. in soil science or related field is required. Training or experience in nutrient and contaminant transformations and cycling, organic matter dynamics, solute transport, and environmental management are desirable. Experience in conducting research and outreach programs on land application of waste materials is highly desirable. Ability to communicate effectively with academic peers, government agency staff, industrial representatives, farmers, environmental groups, and rural non-farm and urban citizens is required.

Submit letter of application summarizing past work and accomplishments and future research and extension interests, a curriculum vitae, list of publications, official transcripts of all college work, and the names, addresses, and phone numbers of three references to:

Dr. Larry Bundy
Department of Soil Science
University of Wisconsin
1525 Observatory Drive
Madison, WI 53706-1299
608/263-2889

Applications will be received until September 1, 1996. Unless confidentiality is requested in writing, information regarding the applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

The University of Wisconsin-Madison is an Affirmative Action/Equal Opportunity employer and encourages applications from women and minorities.

LONG BEACH STATE

CALIFORNIA STATE UNIVERSITY LONG BEACH

CSULB is a vibrant, comprehensive, urban university with an enrollment approaching 30,000 students, and one of the largest campuses in the 22-member California State University system. Located near the ocean in Long Beach, the fifth largest city in California, the 320-acre campus offers a beautifully landscaped, garden-like setting, an excellent physical plant and outstanding instructional facilities enhanced by attractive, innovative, and aesthetically-pleasing architecture and design. CSULB is aggressively recruiting bright, high-achieving students who seek a traditional college experience, while maintaining its mission of providing access and opportunity for non-traditional populations. With its strong commitment to high-quality undergraduate and graduate programs, CSULB is positioned to become one of the premiere urban universities in the country and seeks qualified, innovative and diverse professionals interested in exciting and rewarding opportunities.

• DIRECTOR OF ATHLETICS •

The director is responsible for implementing the overall goals and policies of the intercollegiate athletic program; managing all athletic personnel, facilities and budget; and executing institutional, conference and NCAA policies. The Director is also responsible for developing and implementing a strong and effective marketing and promotions program and participates in as many public relations activities as practical in order to promote the University and its athletic program. The successful candidate must posses a Bachelor's Degree (Master's preferred); five years of experience in collegiate athletic administration; excellent communication and organizational skills; thorough knowledge of NCAA regulations and NCAA Gender Equity/Title IX regulations; proven fundraising, marketing and promotions skills; commitment to integrity, gender equity and racial diversity; ability to work with various internal and external constituencies; and an outstanding record of administrative leadership in personnel management, budgetary process, and fiscal control. Review of applications will begin immediately and will continue until the successful candidate is named. Applications must include a resume, a letter of interest that addresses qualifications, and a list of at least three professional references including names, addresses, and telephone numbers, and three letters of recommendation. Send application to **Athletic Director Search Committee, Office of the Vice President for Academic Affairs, California State University, Long Beach, 1250 Bellflower Blvd., Long Beach, CA 90804**, or fax (310) 985-1680.

In addition to meeting fully its obligation of nondiscrimination under federal and state law, CSULB is committed to creating a community in which a diverse population can live, and work, in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs.

AA/EEO/TITLE IX/ADA EMPLOYER

DIRECTOR OF CENTER FOR MICROELECTRONICS RESEARCH

The College of Engineering at the **University of South Florida**, Tampa, invites nominations and applications for the position of Director of the Center for Microelectronics Research (CMR). CMR is an established, major state research and educational resource for the rapidly expanding high technology industries in Florida and the Southeast.

The Center's emphasis is on materials processing characterization, VLSI systems and digital circuit design, design automation, modeling, testing and reliability. Facilities include a 1,400 sq. ft. Class 100 Cleanroom, a Materials Defect Engineering Lab, a Rapid Prototyping Lab, a Microelectronics Design Lab, and Microelectronics Test Lab.

Responsibilities of the Director will be to develop a strong, broadly funded research and development program in advanced microelectronics; to build a strong research team, drawing on existing researchers as well as new staff members; to interface with academic programs in the education and training of graduate students; and to vigorously promote university/industry and university/government linkages. The Center Director will report to the Dean of the College of Engineering.

The successful candidate should bring to this position demonstrated research and scholarly abilities, successful experience in obtaining major external research funding, management and administrative skills in forming and building research teams, and the ability to work with industry and federal research agencies. Candidate should preferably have a terminal engineering degree.

The University of South Florida, with over 37,000 students, is one of Florida's three public comprehensive research institutions. The main campus is in Tampa with regional campuses in St. Petersburg, Sarasota, Fort Myers and Lakeland. The College of Engineering has 100 full-time faculty members and over 2,950 undergraduate and graduate students. External sponsored research awards are approximately $10,000,000 annually.

The University of South Florida is an equal opportunity and affirmative action employer. According to Florida law applications and meetings regarding applications are open to the public on request.

Please send resume and list of three references to:

Chair of Search Committee
Center for Microelectronics Research
College of Engineering
University of South Florida
Tampa, FL 33620-5350.

Applications must be postmarked by Aug. 1, 1996.

UNIVERSITY OF
Massachusetts
AMHERST

Director of Libraries

The University of Massachusetts at Amherst invites applications and nominations for the position of Director of Libraries.

Located in the historic Pioneer Valley of Western Massachusetts and established in 1863 under the Morrill Land Grant Act, the University of Massachusetts at Amherst is a Carnegie Research I institution and the flagship campus of the state system. Offering a full range of undergraduate and graduate degrees, the 1,200 acre campus serves 18,000 undergraduate students and 6,000 graduate students in a rich cultural environment and rural setting.

The Director of Libraries reports to the Provost and is expected to provide leadership and vision for the university library system, which consists of the W.E.B. Du Bois Library and three branch libraries. The libraries, with an annual budget of approximately $10 million, employ 143 permanent staff and house a collection of 5 million books, periodicals and government documents, 15,500 current serial subscriptions and significant special collections, the most notable of which is the W.E.B. Du Bois papers. The successful candidate will be able to plan and develop the library of the future in order to provide the information services necessary to support the teaching and research missions of the University. He or she will oversee the further development of integrated computer systems and determine the proper balance of electronic information sources and print material and exploit the University's leading position in the development of digital library technology. The Director will serve as an advocate and spokesperson for the library, both on and off campus, articulating the library's goals and requirements and seeking financial support through University allocations and external fundraising efforts. Additional information is available on-line at the following website: http://www.library.umass.edu.

The Director serves on the University's Council of Deans and Academic Officers and chairs the Library's Executive Committee and Administrative Council. The University Library is a member of the Association of Research Libraries, the Center for Research Libraries, OCLC, the Boston Library Consortium, and the Five College Library Consortium (the University, Amherst, Hampshire, Mt. Holyoke, and Smith College).

Applications should present an appropriate advanced degree(s) and a record of significant managerial responsibility, preferably within a research or academic library. In addition, strong, creative leadership, effective communication, a commitment to service and an understanding of users' expectations in a large academic library are essential. The University is committed to affirmative action and equal opportunity and encourages applications from women and minority candidates.

Salary is competitive and commensurate with qualifications. Review of applications will begin July 15, 1996, and will continue until the position is filled. Candidates should submit a letter of interest, curriculum vitae, and the names, addresses, and telephone numbers of five references to:

Dr. Norman D. Aitken
Co-Chair, Director of Libraries Search Committee
Office of the Provost
Whitmore Administrative Building
Box 38360
University of Massachusetts Amherst
Amherst, MA 01003-8360

The University of Massachusetts is an
Equal Opportunity/Affirmative Action Employer

BUDGET DIRECTOR

UNIVERSITY OF WISCONSIN-EXTENSION

The University of Wisconsin-Extension, headquartered in Madison, Wisconsin, is seeking nominations and applications for the position of institutional Budget Director. Additional information on UW-Extension is available at Web site http://www.uwex.edu.

Responsibilities: Lead development and implementation of institutional fiscal policy. Develop UW-Extension biennial budget request and annual operating budget. Coordinate financial aspects of Interinstitutional Agreements between UW-Extension and campuses of the UW System. Liaison with UW-Extension divisions, UW System, UW institutions and other public agencies.

Requirements: BBA in accounting plus seven years related experience **OR** MBA plus five years. At least five years at senior administration level in budget development and administration. Experience with PC and Mainframe financial systems. Demonstrated ability to lead teams in complex problem solving, policy analysis. Strong communication and interpersonal skills.

Salary: $72,000 minimum. Applications must be received by July 31. For application information contact:

Barbara Sandridge
UW-Extension
432 N. Lake Street
Madison, WI 53706
Ph 608-262-6151.

An AA/EEO employer, minorities and women are encouraged apply.

DEPARTMENT OF BACTERIOLOGY

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES

UNIVERSITY OF WISCONSIN-MADISON

The Department of Bacteriology at the University of Wisconsin-Madison invites applications for a tenure-track faculty position at the **ASSISTANT PROFESSOR** level. The department is most interested in persons employing modern molecular, computational, or genomic science tools to address the interactions of microbes and their environments. These include the nature of microbial communities, host-microbe interactions, and unique metabolic abilities or their transfer among microorganisms. Candidates should have a Ph.D. degree in microbiology or related discipline and postdoctoral experience. The successful candidate will be expected to establish a dynamic and extramurally funded research program and to participate actively in undergraduate an graduate teaching, training, and advising. The University of Wisconsin-Madison provides an excellent research environment, and maintains a student population of superior caliber. This position represents an outstanding academic research opportunity for a junior investigator. Salary, fringe benefits, and start-up packages are nationally competitive and are commensurate with qualifications and experience. Women and minorities are strongly encouraged to apply. Please send a detailed curriculum vita, including research accomplishments and interests, a statement of future plans, a list of publications, representative reprints, a list of potential teaching interests or relevant experience, and three letters of recommendation to:

Search Committee Chair, Department of Bacteriology,
University of Wisconsin-Madison, 1550 Linden Drive,
Madison, WI 53706-1567.

The University of Wisconsin Madison is an Equal Opportunity/Affirmative Action Employer

The application deadline is **October 1, 1996.**

ASSISTANT PROFESSOR OF FOOD SCIENCE

Tenure-track, 12-month research and instruction appointment in the **Department of Food Science at the University of Wisconsin-Madison**, available immediately.

The successful candidate will: develop a rigorous research program with an emphasis on chemical changes occurring during food processing and related areas; teach in undergraduate and graduate food processing courses; collaborate with other faculty and departments; contribute to departmental outreach and service activities.

Minimum qualifications: Ph.D. in Food Science or related discipline; demonstrated research capability and potential to develop an independent research program; demonstrated ability or potential as an effective instructor; effective oral and written communication skills.

Applications must include: vitae; publications; transcripts of all degree-related coursework; three letters of reference; one-page narrative of professional goals/philosophy of candidate. **Remit** application materials to: Dr. Kirk L. Parking, Chair, Search Committee, Department of Food Science, University of Wisconsin, September 30, 1996.

The University of Wisconsin-Madison is an Equal Opportunity and Affirmative Action Employer, committed to achieving diversity among its faculty and staff.

KARMANOS CANCER INSTITUTE

ASSISTANT PROFESSOR

The Karmanos Cancer Institute, in the School of Medicine at Wayne State University, invites applications for the position of cancer epidemiologist at the level of Assistant Professor.

Applicants must have a Ph.D. degree with a strong background in cancer epidemiology methods and study design. Responsibilities will include a combination of research grant writing, scientific publication and teaching at the graduate level.

The Karmanos Cancer Institute is the site of a NCI Comprehensive Cancer Center, providing outstanding collaborative opportunities with clinical, basic and public health scientists. In addition, the Karmanos Cancer Institute houses one of the NCI SEER Programs. The academic and community environment of southeast Michigan is one of cultural diversity, and we encourage applications from all qualified female and minority faculty.

Letters of application accompanied by a curriculum vitae, statement of research and teaching interests, and the names of three references should be sent to:

Richard Severson, Ph.D.
Epidemiology Section
110 E. Warren
Detroit, Michigan 48201

Women and members of minority groups are encouraged to apply. Wayne State University School of Medicine, the country's largest single campus medical school, is an equal opportunity/affirmative action employer.

WASHINGTON STATE UNIVERSITY

Assistant Professor of Agricultural Education

9-Month, Tenure Track, 100% Teaching - starting August 15, 1996. This position requires an earned Ph.D. specializing in agricultural education or closely related field and strong oral and written communication skills. Desired qualifications are: experience in secondary school teaching in agriculture/natural resources; a record of scholarly research and publication experience and interest in distance education; a background of successful university teaching and a demonstrated commitment to undergraduate and graduate education.

Send letter of application, vitae, transcripts, and three (3) letters of recommendation including reference names, addresses and telephone numbers in application letter to:

Dr. Marvin D. Kleene
Search Committee Chair,
Agricultural Education
201 L.J. Smith Hall
Washington State University
Pullman, WA 99164-6120
509-335-2846

Final screening will begin Aug 1, 1996 and continue until the position is filled.

EEO / AA / ADA

EXTENSION SPECIALIST IN MILK QUALITY

The Department of Dairy Science, **University of Wisconsin-Madison**, invites applications for an **Extension Milk Quality Specialist**. This Assistant Professor tenure-track position, carries a 75% extension, 25% research appointment.

Qualifications include a Ph.D. in dairy science, animal science, lactation, immunology, microbiology, or other appropriate discipline or DVM; demonstrated ability in research and extension.

Applications will be accepted until September 16, 1996. Send a resume, transcripts of all university work, and four letters of reference to: **Dr. Lewis G. Sheffield, Chair, Search and Screen Committee, Department of Dairy Science, University of Wisconsin-Madison, 1675 Observatory Drive, Madison, WI 53706-1284.** For a complete position announcement, call (608) 263-9867 (fax: 608/263-9412; email: sheffiel@calshp.cals.wisc.edu).

EEO/AA Employer

EXTENSION DAIRY REPRODUCTION SPECIALIST

The Department of Dairy Science, **University of Wisconsin-Madison**, invites applications for an **Extension Diary Reproduction Specialist**. This Assistant Professor tenure-track position carries a 75% extension, 25% research appointment. Qualifications include a Ph.D. in dairy science, animal science, endocronology, or other appropriate discipline or DVM with specialty in theriogenology; demonstrated ability in research and extension.

Applications will be accepted until October 1, 1996. Send a resume, transcripts of all university work, and four letters of reference to: **Dr. Randy D. Shaver, Chair, Search and Screen Committee, Department of Dairy Science, University of Wisconsin-Madison, 1675 Observatory Drive, Madison, WI 53706-1284.** For a complete position announcement, call (608) 263-3491 (fax: 608/263-9412; email: shaver@calshp.cals.wisc.edu).

EEO/AA Employer

Plotting Your Path to the Presidency

Say you're an academic who's decided to go for the gold, and you want to be president of a college or university some day. What's your strategic plan?

The most common path is through the position of academic vice president, according to Karen D. Walton, VP for academic affairs at Allentown College of St. Francis de Sales PA, and Sharon A. McDade, assistant professor at Columbia University's Teachers College NY. They presented at the annual American Association for Higher Education conference in Chicago in March.

A 1993 survey by the American Council on Education showed almost one fourth (24%) of new women presidents had most recently been academic VPs or chief academic officers (CAOs).

Women in these positions are still anomalies. Most women CAOs are the first women in the position at their institution, considered "boundary-breakers," according to Walton and McDade.

Despite their importance to all women on campus, women as CAOs in the pipeline to the presidency have not been investigated. "This oversight is disturbing," said the researchers, not only because of the importance of the CAO position to women in higher education, but also because the position is a key focal point on any campus.

> ***Women may be undervaluing the 'hard' aspects of administrative experience and overemphasizing the 'soft' aspect of philosophical fit when seeking academic vice presidencies, or other positions.***

Besides being the second most important position on campus, the CAO is the top administrator on curriculum and faculty issues. Women CAOs can bring new leadership paradigms to a campus that "exert significant impact on the shape of our collective academic world," Walton and McDade note.

Seeking to learn more about women CAOs, they surveyed 235 women academic VPs at four-year institutions in 1991, receiving an 85% response rate to their mailed questionnaire.

Profile of a Woman CAO

They found the "average" women CAO in their survey was white, 52 years old, and the daughter of a mother who had worked outside the home for at least some time. She held a liberal arts degree from a women's college and was working at a private institution with 500 to 1,999 students.

Survey respondents were:

- **Race:** 89% white, 7% African-American, 4% other
- **Religious affiliation:** 21% members, 79% not
- **Birth order:** 56% first-born, 44% second or later
- **Mother's role:** 53% mother worked outside the home, 47% mother did not
- **College attended:** 66% women's college, 34% coed
- **School working at:** 72% private, 28% public

Although women CAOs in the survey were among the most likely candidates to advance to college presidencies, they were not likely to be candidates for positions at large public institutions. In this respect, those surveyed mirror the demographic statistics of current women presidents.

Four out of five (81%) of the respondents were serving in their first CAO position, with one out of five (19%) serving in their second or third CAO slot. This suggests, stated Walton and McDade, "that there is some recycling in this position instead of upward movement to presidencies."

How the CAOs Reached Their Positions

According to the CAOs surveyed, the single most important action they took to get their positions was to actively increase their visibility within higher education circles. Close to half (46%) of the CAOs mentioned this strategy. The second most popular tactic was to tap into a women's network, mentioned by 10% of those surveyed.

Slightly more than half (52%) of the respondents had been external candidates for their current position. But only six had been recruited by search firms. Perhaps search firms, Walton and McDade suggested, are not well connected to the circles that produce women candidates.

Asked to rate the hiring factors, they perceived the most important factor to the search committee and president was administrative experience. But when asked to rate the hiring factors most important to themselves, the women most often replied, "educational philosophy and vision."

Walton and McDade expressed concern that "women may be undervaluing the 'hard' aspects of administrative experience and overemphasizing the 'soft' aspect of philosophical fit" when seeking academic vice presidencies, or other positions as well.

"This may also suggest that women are still not sufficiently developing administrative experience in lower-level academic positions (for example, department chair or dean) to make them competitive in CAO searches," Walton and McDade concluded.

–DG

Contact: Karen D. Walton, VP for academic affairs, Allentown College of St. Francis de Sales, Center Valley PA 18034; (610) 282-1100 ext. 1342; E-mail: kdwalton@pooch1.allencol.edu.

A Woman's Place Is on the Web

With this declaration, two women from Miami University OH declared open season on those who would keep women from using one of today's greatest communication tools.

Judith Sessions, dean and university librarian, and Stacey Kimmel, women's studies bibliographer and reference librarian, presented at the annual American Association for Higher Education conference in March.

Today women constitute one third of all users on the Internet and use almost one fourth of all time logged online. Although they still are a minority, women users have increased significantly over previous years. Women have found the Web, and they're starting to use it to create connections.

Another important reason for women to increase their access to Internet resources, they said, is because women continue to be underrepresented in the computer science area. In 1995, women earned only 20% of the computer science doctorates awarded in the U.S. Only 8% of computer science faculty were women.

Because their degrees and disciplines are not directly connected to computer usage, it's even more important that women learn to use and benefit from this "miracle tool" of the era.

How Institutions Can Support Women Online

To increase the numbers, Sessions and Kimmel suggest ways schools can help women to go online.

- Make sure women are visibly represented on the campus computer operations staff, especially on the help desk.
- Offer flexible and late-night hours for computer labs. Make sure they are seen as safe places for women.
- Develop campus policies on computer-related pornography, such as banning pornographic screen savers.
- Set policies on equitable computer access, especially when the number of available terminals is smaller than the number of people who want to use them. It's important that a woman does not need to be overly aggressive to get the use of a terminal.
- Develop a program of women mentors who can help out specifically on using a computer.

–DG

Contact Stacey Kimmell at Miami University of Ohio: ((513) 529-4152; e-mail kimmellse@muogio.edu

Ed. note: If the stereotype is true that women on campus worker harder and longer, teach and advise more students, and do more service activities such as committee work, they have less time to surf the Web than their male counterparts. But when their campus activities interfere with their ability to connect to other women and men, and to other new ideas available on the Web, whose loss is it?

Top 10 Reasons Computers Must Be Male

10. They contain lots of data, but are still clueless.
9. A better model is always just around the corner.
8. They look nice... until you bring them home.
7. It's always necessary to have a backup.
6. They take orders well if you push the right buttons.
5. The best part is the games you can play.
4. To get their attention, you have to turn them on.
3. Often the lights are on, but nobody's home.
2. Big power surges knock them out for the night.
1. Size doesn't matter.

From Patricia Keefe at *Computer World*: e-mail patricia_keefe@cw.com

Web Sites to Check Out

Sessions and Kimmel list online resources of interest to women in higher education. Some are included as hot links directly from the *Women in Higher Education* worldwide web site, at **http://www.itis.com/wihe** Sites they recommend:

- **Gender-Related Electronic Forums** (http://www-unix.umbc.edu/~korenman/wmst/forums.html) Electronic discussion lists on women's topics.
- **Femina** (http://www.femina.com/) Offers a mix of serious and recreational resources for women and girls in a casual format, including art, business, education, entertainment, sports.
- **Feminist Majority Online** (http://www.feminist.org/) Wide range of up-to-date resources, such as a feminist news database and list of women's hotlines. Links to publications, including campus faculty and student directories.
- **InforM Women's Studies Database** (http://www.inform.umd.edu:8080) Then select Educational Resources, Academic Resources ByTopic/WomensStudies) From the University of Maryland-College Park. Contains conference announcements, calls for papers, funding and employment opportunities.
- **National Organization for Women** (http://www.now.org) Contains the group's media releases, history, activities and membership info.
- **TAP: The Ada Project, a Collection of Resources for Women in Computing** (http://www.cs.yale.edu/HTML/YALE/CS/HyPlans/tap/tap.html) Provides an up-to-date list of resources for women in computing.
- **Women Writers Project from Brown University** (http://twine.stg.brown.edu/projects/wwp/wwp_home.html) Features a textbase of women's writing from 1330-1830 and lists links to other WWW sites on women's writing.
- **Women's Bureau, U.S. Department of Labor** (http://www.dol.gov/dol/) Offers reports and statistics on women in the workforce, sexual harassment, pay equity, discrimination, etc, plus Women's Bureau activities and publications.
- **Women's Resources Project from University of North Carolina** (http://sunsite.unc.edu/cheryb/women/wshome.html) Detailed subject list of women's studies resources on the Internet, directory of women's studies programs, collection of biographies and works of notable women in literature, and more.
- **Women's Sports Page** (http://fiat.gslis.utexas.edu/~lewisa/womsprt.html) Links to women's sports events, sports interest groups, and legal/social issues, and to University of Iowa's Gender Equity in Sports Web site.
- **Women's Wire** (http://www.women.com) Provides access to a wide range of women's topics, including opinion polls, news, entertainment, and links to other WWW sites.

Rec Sports Offer Alternative Benefits to Competitive Model

By Carol J. Pope, Research Assistant
Midwest Anthropological Consulting

Research shows adolescent women who do sports are likely to have higher self-esteem, and are less likely to do drugs, get pregnant or get bad grades. And by learning the rules of team play, they develop life skills valuable for career success.

But what else do women who participate in collegiate sports learn from their experience?

For those on varsity teams, all too often it is the negative attributes typical of male collegiate and professional sports, associated with the "win at any cost" mentality.

Specifically, the negative aspects can include the acceptance of cheating or "getting away with it" in order to win, treating opponents as the enemy, believing personal worth is tied to playing ability, and accepting a military style team organization in which the coaches' orders are followed unquestioned.

... in many ways the club sport experience is richer than that of varsity athletics.

In research for my 1995 masters thesis in anthropology at the University of Wisconsin-Milwaukee, I discovered women athletes can better realize all of the positive benefits of doing sports by competing on collegiate club teams, rather than varsity sports teams. The club team experience has the advantage of being much further removed from the negative attributes of hegemonic sports.

I studied the Women's Ice Hockey Club at the University of Wisconsin-Madison, and discovered that the players enjoy the physical aspects, competitiveness and camaraderie of the sport, but reject the violence that typifies men's hockey.

Through interviews with veteran and novice skaters as well as by playing on one of its two hockey teams, I found the differences in attitude that separate female hockey players from their male counterparts are not accidental, but are continually reinforced by the veteran players.

Veterans define their style of ice hockey as *finesse*, a style stressing teamwork, stick handling and passing to achieve success in a game, rather than relying on star players and brute force.

Positively Speaking...

Participating in campus sports at any level can give women an opportunity to gain physical skills and decrease their sense of vulnerability. As a club player explains, "It's like my whole personality changes and I feel really cool and assertive... I feel like I can just rule the world when I walk in (to the ice arena)."

For many, sports participation also provides a community for women requiring interdependence to achieve a goal. It broadens a student's social community to include teammates of diverse ages, backgrounds and interests. As one member says, playing on the university club team "opened up a lot of social venues." Another gained "a lot of different views of the way the world works."

Teamwork is a key component in the team's success. Players value having a mixed group with diverse talents who "work together and use all of those talents at the same time."

Veteran skaters redefine a "good game" as one where players work hard together, make some good plays and the result is a close score. While all admit that winning is fun, the players enjoy a game that ends in a tie, or a close defeat much more than one that ends in routing the other team. If the club team seriously outmatches its opponent in a game, members reorganize their own lines to get a more evenly matched game.

Coaches for the club are volunteers, not paid professionals. The relationship between players and coaches is one of negotiation and feedback. Coaches run practice drills, create plays and organize lines, but with the understanding that the players themselves have the final say about the team organization.

In one case, a coach tried to bench a player but other players objected. "The coach learned from us that we in some ways continue to call the shots... It is still a club that is run by the people, the participants, and not the coach," a player explains.

Practices, plays and lines frequently are reorganized when players feel it's necessary. Since they pay for their own equipment and ice time through team fees, players have much more control of the team than in a varsity situation.

Diverse Contributions Valued

Club members realize that all of the players on the team contribute to the club. Players believe hockey is an ideal sport for women because there is no one specific

Hockey is Metaphor for Life

One grad student gained an unexpected insight from playing on the team. Although her academic department often rented ice time for scrimmages, the men made excuses to keep her from joining them. She described a blowup where a powerful department leader swore at her in front of six others in her lab, after she had asked to play with them.

"It was a framing incident," she explained. " I realized that I would never be accepted in the field professionally, because they wouldn't accept me in a game. They would tolerate me, but I'd never be accepted as one of them."

Following that realization, she quit the department, reassessed her goals, and moved to another department where she has become a regular in their hockey scrimmages.

skill needed to play. In fact, it's an advantage to have players who contribute different skills to the team. And because ice hockey for women in the Midwest is relatively new, most come to it with no specific skills; they learn and progress together, rather than relying on "stars" who come to the team with polished skills.

In the context of the club, valued abilities go beyond the physical and mental skills of the game. While some players are appreciated for their talents on the ice, others are valued for their skills in communicating the needs of the team to coaches, being accomplished administrators, or for keeping their teammates from taking games too seriously. Both on ice and off ice skills are valued for keeping hockey a positive experience for all team members.

The club's social atmosphere is a key ingredient in the experience. In fact, the basis for dividing players into two teams was social rather than skill level. Many players suggested that they "would rather see people play where they are happy socially" than divided on the basis of skill level.

The True Value of Sports

The existence of the hockey team as a club sport allows these alternative values to flourish. While the university gives the club some financial support and a priority in renting ice time, it is not involved in the organization of the club. Nor is the club under any pressure to demonstrate a winning record. Liberated from the tyranny of statistics, players are free to take risks and gain skills without fearing losing ice time or being cut from the team.

The club selects coaches who are willing to take feedback from the players and fit into the social atmosphere of the club. Coaches may be asked to leave at any time if the players so choose. Or, the team may decide it doesn't want a coach at all, but would rather have a group of players make coaching decisions cooperatively.

The club must also arrange its own game schedule. This involves deciding whether or not to join a league, scheduling games and referees, renting ice time, and arranging transportation and lodging for road trips.

More importantly, it also involves working with other teams in non-playing situations. These inter-team relationships foster a camaraderie between players on different teams. Games then become friendly competitions between acquaintances, rather than battles between enemies, diminishing the needless aggression that goes with the adversarial frame of mind in sports.

Because the club is outside the university athletic department, members have more personal responsibilities to the club. Players must pay dues and/or organize fundraising efforts to cover costs, establish playing schedules, select coaches and keep player disputes from disrupting the team.

Because of these responsibilities, in many ways the club sport experience is richer than that of varsity athletics. Players gain not only the physical, mental and social skills necessary to participate in a team sport, but must also learn the financial, organizational, administrative and social skills necessary to keep the club in existence.

These are the very skills that will serve them best in later life, long after they have outgrown their uniforms and other aspects of their athletic endeavors.

Redefining the Workplace

Participants at the SWAAC conference created alternative definitions for everyday workplace terms. Some of the best:

BACKLASH - "whiplash without the car" or "what happens when you're doing something right"

DOWNSIZING - "dividing the same amount of work among fewer people"

EQUITY - "just desserts" or "leaving the door unlocked but the heat off"

FAMILY - "when you give your plants names" or "the reason your phone bill is so high"

LEVEL PLAYING FIELD - "where the boys go to play golf"

SEXISM - "male fear of obvious female superiority in the workforce" or "when men recognize that 'harass' is not two words" or "the belief that testosterone is a job qualification"

TQM - "empowering low-paid employees to do more work, and feel good about it"

WITCH - "a woman with a brain" or "Which Incredible Twit Chose Her"

WORK - "Women Of Real Knowledge"

Future Issues for Women Campus Administrators

The Canadian administrators expected these familiar issues to be important in future years:

- Protecting the gains in equity during budget cuts
- Avoiding burnout
- Erasing the line between faculty and staff
- Restructuring to balance between family and work
- Managing expectations
- Finding your place in a hierarchical structure
- Achieving authority (as opposed to *power*)
- Surviving hard times
- Integrating equity and excellence
- Dealing with chilly climate issues
- Downsizing with humanity and equity
- Handling boards' intrusion in academic affairs
- Creating a sense of community
- Formalizing mentoring for senior administrators
- Resolving management/academic role conflicts
- Bridging a rules/implementation reality gap

BEST COPY AVAILABLE

Canadian Women Administrators Share Similar Concerns

For women administrators, the 48th parallel between the US and Canada has little effect. At its annual conference in Winnipeg in April, members of the Senior Women Academic Administrators of Canada (SWAAC) shared successes and challenges. These excerpts from various conference sessions appear in the May 1996 *SWAAC Newsletter*.

Conflict Management

"The key to effective conflict resolution is the belief that conflict is a natural and inevitable part of life and the realization that it is primarily our reaction or response to the conflict that determines whether the situation will have constructive or destructive results."

"... pause and consciously decide how to respond to a specific situation, instead of merely responding in our dominant style."

"Communication is 7% words, 38% voice and tone, 55% visual clues (body language, expression)."

"To communicate effectively, we must make our intentions clear and check out our assumptions. By themselves, actions, tone and words can mislead."

"While a judgmental reaction to another's position often leads to gridlock and frustration, a curious attitude allows us to uncover the interests from which the position of the other person stems."

Generative Leadership

Creative, connecting and caring, women leaders offer an alternative to leading organizations into the future. Most models of gender differences in leadership identify power as a key component. A key difference is "power-over," or a person's ability to influence others through domination and control, and "power-to," or empowerment, deliberate action through a process of mutual relationship.

Lilly J. Schubert Walker, counselling services of University of Manitoba, analyzed women leaders' perceptions and definitions of power. She interviewed 20 women leaders, aged 43 to 80, in corporate, educational and government organizations. These women described two types of power, "power-with" and "power-within."

Power-with focuses on the relationship with people in the organization. Its three dimensions:

- **Collaboration** - the understanding that, to achieve her goals, a leader must work with others, be unafraid of diversity, and be willing to recognize the competencies and strengths of others.
- **Caring** - supporting their team members' efforts and enjoying their successes while recognizing that there are limits to caring in the work setting.
- **Communication** - especially the ability to be a good listener and to use one's intuitive nature as a management tool.

Power-within focuses on influence, character, control and personal authority. Its components are:

- **Confidence** - belief in oneself and one's unique contribution to the organization. Leaders are not afraid to admit their weaknesses and look for others to complement them.
- **Courage** - the ability to persevere and persist; to embrace change as a positive, dynamic part of life; to refrain from personalizing organizational conflict.
- **Commitment** - a product of clear goals and vision.

Power and Integrity

Bonnie Neuman, director of admissions at the University of Alberta, conducted a series of in-depth interviews with top career university leaders. Some excerpts on the nature and exercise of power:

- "I think the greatest source of power is having access to information that's difficult to get because it's protected ... it's having your web spread widely enough that whenever an issue comes up, and you sense that there is a piece of the puzzle that's missing here, you need to understand at least a little more about that missing piece to take a position...that takes a lot of time...Time to develop the trust...And you have to be in a position yourself to deliver a quid pro quo."
- "I guess the other kind of power is being able to get a group on-side; to have got to the place where maybe you don't have to explain everything in excruciating detail and lobby for months; that if you really recommend it, people will buy it."
- "As a woman, as administrator, and as someone who will generally speak accurately and descriptively, you get used as an instrument by men who are incapable of confronting the issue themselves... If I'm going to be used ... I want to be very sure that I consent to this and do it openly."
- "One of the big parts of our jobs as administrators is to know the political context. It's not enough to be right; it's not enough to have all our ducks in line; it's not enough to be fiscally responsible and everything else; you have got to know what the political winds are. And that's not true just here; it's true in almost any environment. And if you're naive, you lose. So sometimes there are things happening that shouldn't be happening, or things you were opposed to have happening, or things that are very damaging to the university, but there's nothing we can do about it. You have to try to direct your energies in areas where you're in sync with the political will."
- "If you don't have credibility, they're not even going to listen to your ideas... you can't separate power and influence from credibility, and if you don't have credibility, you're not going to have any power or influence. And you have to earn that credibility; it doesn't just come."

SWAAC has about 275 members who are key administrators in member institutions of the Association of Universities and Colleges of Canada. For membership information, contact Jan Van Fleet, SWAAC Secretary General, at senjvf@uwoadmin.uwo.ca.

-DJ

THE LAST LAUGH

Tenure Denial Hits Close to Home

As the writer whose -DJ appears at the end of an article in most *WIHE* issues, Dianne Jenkins knows what topics regularly fill our pages.

When I wanted an article on how her husband Denis was denied tenure at the University of Wisconsin school of business, she responded, "But Denis isn't a woman!"

Whether it's Denis or Denise, often faculty are ostracized for similar reasons. It happens to women all the time, and now it's happening to a man who dares to be different. Those whose careers depend on getting tenure can review this cautionary tale.

This spring 11 of 53 faculty of the University of Wisconsin school of business turned down Denis Collins for tenure. Although 79.2% of the faculty voted for tenure, in 1994 the school changed from requiring a simple majority to 80% approval. I believe these are their real reasons:

1. Students love him. In 1993 and again in 1995, MBA graduates surveyed by *Business Week* magazine voted him outstanding teacher in the program. Student Shari Crivello said, "He certainly deserves tenure. He really gets you to think." Student Marni Garrett said "I don't learn anything when professors regurgitate from a journal. (Collins) is giving us real-life examples... The course has changed a lot of people's views."

Colleague Allen Buchanan, endowed professor of business ethics at the UW, said, "His teaching is off the scale."

2. He's a threat to colleagues who do less. "His service is exemplary. He's been more active than people who are many years his senior and have endowed chairs and are much better known," Buchanan said.

Specifically, Collins has established a number of partnerships with service organizations to help low-income residents. His work with business professionals led one company to hire welfare recipients and another to raise workers' wages. An association in a disadvantaged neighborhood recently honored him for service.

3. He has attacked local big business for laying off hundreds of workers with no thought about a responsibility to hire them back at a later date. His opinion pieces in the local newspaper have repeatedly singled out Firstar banking corporation.

The faculty member who holds an endowed chair as Firstar professor of banking and finance, James Johannes, is one of the 11 voting to deny tenure. "His position on Firstar had absolutely no bearing on my vote whatsoever," Johannes said.

4. His field of business ethics is new and not yet respected in business schools. While some call business ethics itself an oxymoron, others see it as an emerging field requiring lip service and nothing more. Business school dean Andrew Policano had to support the faculty's decision in denying tenure, although he often cited the business ethics class as a strong point of the department's revamped MBA program, singling out Collins for praise.

Collins has published 28 articles, co-authored four books and is considered one of three top leaders nationally in business ethics.

5. He is not overly collegial. Newly ensconced in its $40 million building, the business school is looking out for, well, business. His support for those who do not benefit from additional business profits, along with his sandals and beard, casts him as an outsider.

His concerns are humanitarian. While those around him at the business school's cafeteria are preoccupied with golf, he is more concerned with society's treatment of the disadvantaged. He requires students to volunteer at local homeless shelters and community centers.

Those who voted against him are conspicuously from the management division within the school of business. When he first came to the university, he was urged to locate himself within it. He declined, believing business ethics should pervade the entire school, not restrict itself to the management side. His decision was viewed as a rebuff.

6. He is physically weak. The tenure denial happened as Collins was in his eighth month of chemotherapy. Last summer, at age 40, he was diagnosed with Hodgkin's disease. His recuperation at home with his wife and 5-year old son and 3-year old daughter caused him to miss only one class.

A May 15 appeal to the 12-member standing faculty Committee on Faculty Rights and Responsibilities so far has yielded no response. Although the rules say the group has 20 days to respond, it got new members June 1, summer has finally come to Wisconsin, and realistically no decision is expected anytime soon.

It could be that a committee will see his merit and eventually Denis Collins will get the last laugh.

In the meantime, remember the Golden Rule: Those who have the gold get to make the rules.

Mary Dee

JOIN THE NETWORK, IMPROVE THE WORLD OF WOMEN IN HIGHER EDUCATION

☑ *Yes, I want a stronger voice on campus. Start my one-year subscription.*

☐ I've enclosed $66, saving $7 from the $73 introductory price (Canada $76 U.S. $).
☐ Bill me $73 (Canada $83 U.S. $). Signature ____
☐ Credit Card ___ VISA ___ MC
Number ____ Expires ____/____ Signature ____
Name ____ Title ____
School ____ Address ____
City ____ State/Prov. ____ ZIP/PC ____ Phone (___) ____

Send to: *Women in Higher Education*, 1934 Monroe St., Madison WI 53711
women@wihe.com (608) 251-3232 FAX (608) 284-0601 Fed ID# 39-1711896 July 1996

Printed on Recycled Paper with 100% Soy-based Ink

WOMEN
IN HIGHER EDUCATION
AUGUST 1996
Volume 5, No. 8

Organizations Now Need the Human Spirit to Survive

After 25 years as a researcher and top management consultant, Meg Wheatley just did an about face. Instead of seeing the organization as the prime entity and employees as the problem, she now sees a new truth: Organizations can succeed only if they are structured to encourage employees' natural creativity, intelligence, emotions and problem-solving abilities. And replace their mechanistic foundation with one recognizing the world as an infinitely connected being.

Keynoting the "Righting the Standard" conference in Phoenix in June, sponsored by three groups of women in community college leadership and nine colleges, Margaret Wheatley emphasized that women can be the visionary leaders in a new management revolution eventually guaranteed to replace the old system.

As a Harvard PhD in administration and former associate professor of management at Brigham Young University, Wheatley knows traditional organizational dynamics. Now available in seven languages, her 1992 book *Leadership and the New Science* compares organizations to the orderly world of science. Her new co-authored book, *A Simpler Way*, is scheduled for release this month by Berrett-Koehler of San Francisco.

"We've created some monsters in our institutions, people who are dependent, scared, cynical, afraid of who they are, who can't notice a creative moment in their lives anymore," she said. "And that's just the faculty." Old-style leaders have repressed workers and sold them a false image of themselves; it's up to new leaders to mirror a new image of what they really are.

As a management consultant and teacher, "I helped extinguish the flame [of humanity at work] as part of that culture, and now it's my responsibility to help fire it up again," she said. "I think I was part of that repression by trying to teach women the power game."

The Old Story

The 300-year-old model of leadership was based on control and domination, Wheatley said. With a fantasy of knowing the world well enough to predict the future, leaders then manipulated people and things to control it.

Viewing the world as a machine with no need for intelligence or spirit, and people as cogs to be given instructions, leaders tried to eliminate humanity from the workplace. Passion, anger and love have no place at work, employees were told, and they must conform to the organizational culture and obey instructions. Management classes taught leaders how to get people to conform, and got people to believe they were the problem. Their stubborn differences were creating chaos.

"Diversity was an enormous problem to machines," Wheatley explained, so managers did their best to make everybody look, think and act the same, emphasizing conformity and compliance.

Of course, humans naturally resist domination, so people now feel that maybe they don't belong in organizations. "Now we're in organizations that need our humanity more than ever," Wheatley said. "Organizations are eating themselves from the inside," and our goal is to help them recognize people as their saviors rather than their major problem.

The New Story

"You already know it," Wheatley told the audience of about 250 women. "It's in us, but people have tried to talk us out of it, to repress it. Now we are free to be the bearers of the new story. We will be like early Christians, wandering the earth telling this new story."

Showing a slide of a grove of aspens that look like individual trees but has been identified as the world's largest living being because it's actually one root system covering many acres, Wheatley said, "We're starting to view the world as infinitely connected to each other. It's all one tree. Life is about being creative, not following directions. Life is circles of becoming, not organizational charts...."

She said organizations need to be alive, passionate, committed, creative, a wilderness of potential, but must be restructured and transformed, not by "tinkering with these silly little org charts," but deep within their core.

What You'll Find Inside...

Humanity must save organizations from themselves .. 1
Newswatch: Gendered campus politics 3
Campus campaigns against violence toward women .. 5
Classroom learning depends on the climate............. 6
Practical tips for campus job interviews 15
Who's crazy, you or your school?...................... 17
Creating real dialog on campus takes training 19
Editor: Every organization has a culture............... 20
PLUS, 23 key administrative jobs seeking women...... 7

"This is not an easy moment historically to be a leader, especially if you know the new story is closer to the truth about human nature as you have known it, than these foolish, foolish designs we draw thinking it's going to get work done."

A 1960s poem described the folly of establishing the boundaries first, then pouring life into them, and trimming off the leftover edges to fit preconceived notions. "Let who we are spring forth, out of our humanities, passions and desires," she said. "The creativity is what will proliferate from those who still want to be part of your organization," she said, calling creativity "something people have been released to do from their own core of humanity."

Wheatley said the new story involves three deliberately and profoundly changed concepts: diversity, teamwork and leadership.

Diversity: Not Just an Hors D'Oeuvre

Calling the slogan "Diversity pays" one of her least favorite, implying that managers should espouse diversity because they "might just get a new idea from a woman or a minority," Wheatley said humans live for the new and the unique. "Diversity is why you and I are living — to explore what's possible," she said.

The concept of Darwinism, that life is a struggle to survive in a hostile environment where one must constantly be on guard, may be an accurate description of certain schools, she noted, but not of life in general. Competition is part of the old story, Wheatley said, noting "Competition has been given far too exalted a role in explaining why things happen."

A more accurate view shows systems working together, like the finches on the Galapagos islands that Darwin himself studied. Instead of seeing them compete for a limited food supply, consider how some finches have evolved to have different kinds of beaks to enable them to get food from deep inside the cactus, while others happily feed off the outside leaves that have been knocked off.

"Diversity is the ability of a system to grow and change so that the whole system can change together," Wheatley said. "It's a way to be together, rather than apart."

Teamwork Occurs Naturally

Today's organizational focus on training (for teamwork, effective interactions and communication, and quality work) is based on the notion that leaders must impose them on people, she said. But the truth is that teams are a naturally occurring entity because human beings want and need to affiliate with others. "Quality is natural, because human beings want to be in good relationships with customers, or students or other administrators," she said.

"What we're doing is reaching in to the humans who are part of our institutions and calling forth, evoking, midwifing what's already there." Because the old school created people who "don't know how to talk to each other, express their feelings or be on a team," the role of training is as a "temporary re-education of people to their humanity."

Leaders Must be Authentic

Because there is a dramatic difference between leading a machine and leading today's concept of an organization as a living being, leaders need the same key traits as parents: patience, courage and integrity.

"You have to be what you want that institution to become," Wheatley said. This is a great challenge to leaders who previously thought they could fake it, "swindle their way to the top... They thought they could say one thing about what they wanted from people and what they wanted from the organization, but that they didn't have to change themselves. They didn't have to walk the talk."

But just as children are too smart to be deceived, so are associates in an organization, she said. The new role of the leader is not to have a vision and sell it, which is about compliance and conformity and domination, but to midwife that creativity and intelligence that is inside the people who already work there.

Leaders must trust the system, having a deep and abiding faith in human nature and the human spirit. And they must learn to ignore the few deviants, lest policies and procedures designed to protect from them may straightjacket the rest.

Learn to Savor Life

Wheatley challenged listeners to be bearers of the new story, because women already know it's true. "In my new book, there is a level of optimism and faith about human nature." She quoted E.B. White:

> *Every morning I awake torn between a desire to save the world and an inclination to savor it. This makes it hard to plan the day. But if we forget to savor the world, what possible reason do we have for saving it? In a way, the savoring must come first.*

Order a tape of Wheatley's presentation by sending a $20 check payable to AAWCC/Leaders Foundation to: Marie Pepicello, Phoenix College, 1202 W. Thomas Rd., Phoenix AZ 85016. Proceeds fund scholarships to attend Carolyn Desjardin's National Institute for Leadership Development.

WOMEN
IN HIGHER EDUCATION

Editor and Publisher: Mary Dee Wenniger
Copy Editor: Barb Brady
Contributors: Melanie Conklin, Doris Green, Dianne Jenkins
Graphic Artist: Lisa H. Heaselden
Career Connections: Mary Zenke

Mission: *To enlighten, encourage, empower, and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.*

Women in Higher Education is published monthly twelve times a year by The Wenniger Company. Editorial offices and subscriptions: 1934 Monroe Street, Madison WI 53711-2027. Phone (608) 251-3232. Fax (608) 284-0601. Annual subscription rates: $79 US, $89 Canada (US funds), $99 elsewhere. Copyright 1996 by The Wenniger Company. All rights reserved. Photocopying is illegal and unethical. Write or call for discounted multiple subscription rates. Periodical class postage paid at Madison WI. **POSTMASTER:** Send changes to *Women In Higher Education*, 1934 Monroe Street, Madison WI 53711-2027.
ISSN: 1060-8303. *WIHE* Web Site: http://www.itis.com/wihe

Supreme Court Refuses to Decide Texas Affirmative Action Suit as Moot

"Now what does that mean?" is the question administrators want answered after the Supreme Court let stand a Fifth Circuit appeals court ruling barring the University of Texas Law school from using race in its admission decisions.

Technically, the court refused to hear the case because the school ended its preference program in 1994. "We must await a final judgment on a program genuinely in controversy before addressing the important questions raised in this petition," Judge Ruth Bader Ginsburg wrote.

But legal experts were quick to interpret the non-decision in opposite ways. Harvard University law professor Laurence Tribe said the appeals court ruling had absolutely no implications for colleges outside Texas, Louisiana and Mississippi.

Those critical of affirmative action claim the refusal to hear the case affirms the appeals court ruling, and all colleges everywhere should stop using race in admissions decisions. Stay tuned...

VMI Must Admit Women, Supreme Court Rules, But Leaders Keep Stalling

In a hard-fought battle over public education that excludes women, the Supreme Court in June ruled 7-1 that the Virginia Military Institute must admit women to its regular corps of cadets.

But VMI, which has spent seven years and $6 million in the court fight to retain its 157-year ban on women, continues to drag its boots.

Less than 48 hours after the ruling, the Citadel, the only other all-male public school, announced it would "enthusiastically accept qualified female applicants into the corps of cadets."

Instead of opening its doors to women, VMI leaders and alumni are still desperately looking for a loophole. Its board decided to give alumni until September to explore the option of making it a private school. The estimated pricetag is somewhere between $100 and $400 million, plus replacing the $10.4 million in annual state financing for upkeep and in-state tuition.

Some irate alumni have said they'd rather close down VMI than allow women, while others would admit women but make few concessions to their needs.

The Supreme Court ruling is based on the all-male policy violating women's constitutional right to equal protection. "Women seeking and fit for a VMI quality education cannot be offered anything less, under the state's obligation to afford them genuinely equal protection," Justice Ruth Bader Ginsburg wrote for the majority.

"There is no reason to believe that the admission of women capable of all the activities required of VMI cadets would destroy the institution rather than enhance its capacity to serve the more perfect union."

The court ruling also affects the alternate leadership training programs created for women at Mary Baldwin College VA and at Converse College SC. It called Mary Baldwin College's Virginia Women's Institute for Leadership "unequal in tangible and intangible facilities" and a "pale shadow" of the VMI program. Both colleges have received substantial funding for their women's leadership programs, but vow to continue them despite the anticipated loss of outside revenue.

At Mary Baldwin College, President Cynthia H. Tyson expects to raise private funds to replace VMI foundation funding for the institute. A total of 44 students have already paid deposits to join the institute's second class this fall.

"In a way, it's a relief to be over" the indecision resulting from awaiting the Supreme Court decision, admits Thomas McDaniel, VP of academic affairs and provost at Converse College.

The Converse program for women will continue, he said, citing advantages of "our increased flexibility and ability to make those modifications that are in the best interest of Converse students. We'll lose funding, but we also lose state oversight and strings."

With 22 students enrolled in the Converse program in 1995, the school has received more than 200 inquiries for potential members of the class of 2000.

Minnesota Fax System Alerts Campus Offices to Crimes Within Minutes

When a mugging, rape or theft occurs on campus, police at the University of Minnesota can immediately alert 142 campus offices via fax machine, where staff can post the notices or issue verbal alerts to students and employees.

The Minnesota Crime Alert Network is a state-wide project linking about 100 law enforcement agencies, including university police. So far most campus crimes have been thefts, but administrator Ellen Dahl notes "... there's also a concern for personal safety. This is a way to share information quickly."

Campus Rapes Inspire $20,000 Fund for Prevention, Awareness at Georgia

In the past 15 months, four students have been raped in a neighborhood near the University of Georgia campus in Athens, prompting the city-county to add $20,000 to the Rape Crisis Center.

The rapes and other sexual assaults of students continue as the assailant or assailants remain at large. "I've had about a dozen calls from parents over the past six months who are worried if it's safe for their daughter to go to school down here," said a police lieutenant, according to *The Atlanta Journal-Constitution* on June 11 and June 21.

Tenure for Teaching at North Dakota

Under a revised tenure code for the 11-campus North Dakota University system, faculty joining the tenure track will have contracts specifying the weight given to their teaching, research and service, depending on their strengths and the mission of their campus.

In addition, tenured professors will be reviewed for performance every three years, and can be fired for repeatedly poor reviews.

The more flexible policy is expected to gain final approval by the state board in September, according to *The Chronicle of Higher Education* on July 11, 1996.

BYU Denies Tenure to Feminist Mormon Called 'Harmful to Tenets' of Church

It wasn't her teaching or scholarship that got Gail T. Houston in hot water with leaders at Brigham Young University. It was her words.

Her English department and college of humanities recommended Houston for tenure, but a faculty committee objected to some things she said and did, so they nixed her bid. The provost and president agreed.

For one thing, she advocated praying "to Heavenly Mother as well as Heavenly Father," and she opposed the church doctrine forbidding women to become priests.

"They have judged me ecclesiastically and not academically," she said. "They should be looking only at my academic record."

Houston is very popular with students. A 1995 woman grad called her "a great example for Mormon women" who is "consistent in acting on what she believes. I think most Mormons would find that unobjectionable."

James D. Gordon III, associate VP and chair of the faculty committee, defended the tenure denial, saying she has contradicted fundamental church doctrines and attacked the church.

Houston is appealing the tenure denial but has accepted a tenure-track job at the University of New Mexico, according to *The Chronicle of Higher Education* on June 21, 1996.

Temple U Boys Will Be Boys... and Sued

A pattern of sexual harassment of members of the women's crew team continues at Temple University PA, where three former and current members of the women's crew team sued the school in federal court in May.

They cited a "sexually hostile environment" created by coaches and members of the men's crew, including pornographic pictures in their training room and lewd gestures and comments by male crew members.

Last year they had complained to their coach, Gerald Flood, who reprimanded them for complaining. Flood has since been fired.

In 1994, a woman crew member accused an assistant in the men's program of making lewd gestures at her. She settled for $5,000, he was fired, and she apologized for suing, according to *The Chronicle of Higher Education* on July 7, 1996.

NCAA Women Seek 'Guaranteed' Slots, Gender Diversity in National Office

When women agreed to join the NCAA in 1982, they were promised 30% of the cabinet level positions. (Since the NCAA had strongly opposed passage of the 1972 Educational Amendments that contain the Title IX legislation giving women equal opportunities on campus, the good old boys were not to be trusted.)

Now 14 years later, an NCAA reorganization has defrauded women out of those guaranteed slots. "At the cabinet level, only 23% of the positions are allocated for senior women administrators," noted Patty Viverito, chair of the committee on women's athletics, which had recommended 40% of the cabinet be women, notes the *NCAA News* of July 8, 1996.

Meeting in June in Bar Harbor ME, the group also:

- **Decided to seek data on the incidences of violence by male athletes against women,** as well as information on how various campuses are addressing the problem.
- **Recommended adding more seminars on how campuses can comply with Title IX** in spring 1997 in Atlanta and Chicago. Those held in Boston and San Francisco this spring were sold out and described as great sources of information.
- **Recommended the NCAA executive committee plug a financial aid loophole** by requiring campuses to collect data on their "special assistance" funds by gender and by sport.
- **Discussed the apparent bias against women at NCAA headquarters** shown by an affirmative action report that only 20% of the top three levels of management at the NCAA national office are women, noting the office should model the diversity it expects its members to achieve.
- **Reviewed the publication *Achieving Gender Equity*** that will be updated and distributed in fall, as well as a brochure on senior women administrators on campus.

Georgia Tech Settles Ex-Employees' Sex Bias Lawsuits at Institute for $900,000

It took two years and helped topple a president, but two women at the Georgia Tech Research Institute settled for a total of $900,000 from the state, institute and school.

Martha Ann Stegar and Mary Ann Burke said in their 1994 lawsuit that they earned lower pay than men, endured a pervasive atmosphere of sex discrimination and suffered retaliation after they filed grievances.

President John Patrick Crecine had rejected their earlier claims of unfair treatment, and resigned after they filed suit and the university launched an effort to correct pay inequities.

A third suit by Rosemarie Szostak is pending, according to *The Atlanta Journal-Constitution* on July 3, 1996.

New Video Helps Search Committees, Supervisors Choose Equity in Hiring

Imagine you're on a search committee, where the top applicant is unavailable for an on-campus interview because she'll be leading a study trip to Europe then. A male member suggests ditching her, because she won't change her plans to fit the committee schedule. What rights and responsibilities does the committee have? The applicant? Is there a hidden agenda here?

A new video called "Choosing Equity: Making Sound Decisions in the Hiring Process" helps campus leaders explore obvious and subtle equity issues.

The 16-minute video presents eight vignettes of situations that might be happening on your campus today, based on the creator's 13 years of equity experience on campus. It includes a trainer's manual and worksheets to help participants arrive at alternative strategies.

Issues include: unrealistic search parameters or outcome expectations, power/control issues, conflicts of interest, inappropriate comments and questions, consistency of criteria, interview timeliness and biased references.

The video is $150 plus S&H. To order, get details or find out what inspired it, contact Judith P. Snyder, Director of Human Resources, Community Colleges of Baltimore County, 800 S. Rolling Rd., Baltimore MD 21228; (410) 455-6050.

SUNY Campus Campaigns for Zero Tolerance of Violence

When alert faculty and staff on the women's studies board at SUNY-Brockport noticed women students worrying about violence on campus in their journals and in conversations, they decided to do something about it. A *lot* of things.

This September, about 400 athletes and 800 new students at SUNY-Brockport will get the message that the campus does not tolerate violence against women, period. Their attendance is mandatory at a presentation by Jackson Katz, former all-state football player and founder of an anti-sexist men's group called Real Men. He will also address campus athletes separately.

> ***It was done by the seat of our pants, with no real financing. Its energy has taken us by surprise.***

The presentations are part of a campus-wide Zero Tolerance Against Violence Campaign coordinated by Colleen Donaldson, grants development director.

She reports the campaign began last year, after a group of faculty and staff involved with the women's studies board discussed women students' concern about violence on campus with Barbara Sirvis, VP of academic affairs.

Sirvis was very responsive, Donaldson found, as was Marion Schrank, VP of student affairs. They helped set up a 15-member committee to address the issue. Members represent a variety of races, genders and ages. They come from affirmative action, the health center, residential life, athletics, student activities, and communication, plus academic departments such as social work, counselor education, women's studies and criminal justice.

Kicks Off with "National Day Without Violence"

By spring, the committee was ready to kick off its Zero Tolerance Against Violence Campaign by joining in observing the National Day Without Violence on April 4. Earlham College, a Quaker institution in Indiana, started this special day and annually signs up colleges and universities to participate.

- SUNY-Brockport President John Van de Wetering read a proclamation announcing both the campaign and the National Day Without Violence.
- Immediately after was a showing of the video *Dreamworld II*, a documentary on how rock music videos exploit women as sex objects and portray them as helpless victims. Banned by MTV, the emotionally charged documentary includes a rape scene. After the show, counselors held a debriefing discussion for the more than 75 viewers.
- A clothesline T-shirt display visually alerted the campus to the reality of violence in its community. Women on campus used T-shirts to illustrate personal experience with violence against women, either from their own experience or that of a friend or relative. In two days they decorated 42 shirts, which went on display in the student union.
- Additional showings of the video and discussions were held later in the semester during SUNSET Week, organized by the Student Unwanted Sexual Experience Team. The clothesline display reappeared in the student union.

Early Organization Pays Off

Before April, student committee members did an outstanding job of publicity and organization, Donaldson said. One of their more creative ideas was the "Bathroom Newsletter," a one-page fact sheet of statistics related to violence against women, posted in women's bathroom stalls across campus.

The clothesline and other projects attracted 25 more student volunteers, so the group is making even more ambitious plans for new campaign events.

Where Did They Find the Funds?

Usually the organization and resources needed to pull off a major event and campaign don't come cheaply. But in this case, Donaldson reported, "We pieced it together with very little money." First, the affirmative action office committed $300 toward bringing in a speaker. Then the athletic director contributed some funds, and the student services director gave them a little more, she said.

"It was done by the seat of our pants, with no real financing," she said. "Its energy has taken us by surprise." In retrospect, she identifies these keys to SUNY-Brockport's success:

- Student needs were the basis of the campaign.
- The president made a public declaration kicking off and strongly supporting the campaign.
- Other top administrators provided key leadership and financial support.
- The campaign attracted broad-based campus support from faculty, students and staff.
- Action-oriented activities kept members interested and involved, with a personal sense of accomplishment. Their interest helped recruit volunteers for future events.
- A variety of creative, innovative techniques attracted campus interest, such as the bathroom newsletter, clothesline project and the banned MTV video to graphically illustrate the problem.
- Project leaders networked with other campus groups and connected with the National Day Without Violence at other schools.

SUNY-Brockport plans to expand its zero tolerance campaign by adding future programs.

In the spring semester, speakers will address date rape and sexual harassment. More great ideas: messages on cafeteria tray liners, a regular column in the faculty/staff newsletter and the student newspaper, and public debates by students and faculty members to raise awareness of violence against women on campus.

-DG

To learn more, contact Colleen Donaldson, Grants Development Director, SUNY at Brockport, 350 New Campus Drive, Brockport NY 14420-2919; (716) 395-5118.

How to Create a Classroom Climate to Encourage Learning

Regardless of what subject I'm paid to teach, how I inflict it upon students is a whole other dynamic," explained Sandra Desjardins, professor of English and humanities at Mesa Community College AZ.

Teachers are free to wield infinite power over students and treat them as dunces, or to treat them as human beings, helping them learn through example and positive reinforcement, she told participants at the "Righting the Standard" conference in Phoenix in June.

"How we learn can be more important than what we learn," Desjardins said, contrasting two teaching models.

- The old "banker" model assumes empty-headed students are receptacles of information, and the teacher's job is to deposit information there. Classrooms are arranged so the "sage on the stage" occupies the pinnacle spot in the hierarchy, from which wisdom is handed down.

Students are assumed to have no valuable life experiences, feelings, power or intelligence. If their education leaves them hostile and uninvolved in learning, tough.

- The new "midwife" model assumes students have information within themselves, and the teacher's role is to help them bring it forth. They learn by interacting with the material and with each other, in a safe setting that allows them to take risks and extend their comfort zones.

Desjardins identified key factors in a classroom climate:

- **Classroom arrangement.** The military style of rows of chairs facing forward reinforces the "sage on the stage" while students see only the backs of each others' heads. A circular arrangement demonstrates that all are equal, encourages discussion and discourages tuning out.

- **Classroom atmosphere.** Forcing students to learn each other's names and relate to each other humanizes them. Students write, "I'm new on campus and the only people I can say hello to are in this class," and "This class makes me feel like I'm part of the community."

- **The syllabus.** Some professors use a syllabus as a power script that is "punitive, formal and arrogant in tone," to intimidate students. Many students drop a class after seeing its syllabus.

- **Treatment of students.** At Mesa Community College where the average age of its 20,000 students is about 34, most are re-entry students who live at home and commute. How they're treated affects whether or not they come to class, on time and prepared to learn.

While some use the Socratic method of teaching by asking questions, Desjardins finds it's often a power trip that results in students trying to "guess what's in my head" and failing. Devious, tricky questions cause the students to feel stupid, give up even trying to learn, and get the message that they're not very bright, which can carry over to the workplace and home. For example, in some classes the text, lectures and tests are all different.

"I try to create an atmosphere of safety and then get out of the way," she says. Instead of using punitive tactics like taking roll and deducting points for being late to class or with assignments, she uses peer pressure and positive reinforcement to get students to class.

- **Inviting the personal in the classroom.** Since her subjects of writing and the humanities can be personal, she encourages students to write in the first person, especially in freshman composition. Not all in the department share her views, however, and one department meeting devoted a full hour to a passionate discussion of the issue.

Support to Restructure Freshman Comp

One of the biggest classes in the department, freshman comp can be a major factor in burnout for teachers, who usually teach five classes a day. Having taught it for three years, Desjardins was unhappy with it.

Agreeing with a statement by former Soviet Union leader Gorbachev that you can't attempt to overhaul a car that's going down the road at 40 mph, Desjardins got release time to revise it.

"I hated the class when I took it, dreaded teaching it, and found students were just as unhappy about it," she recalled. She vowed to make it more enjoyable for all, listing what she didn't like about the class.

The result: Both she and the students won. Her classes are among the first to fill in the department of 100. The feedback is that students consider her class demanding and challenging, but that she is fair and not unnecessarily difficult. While some professors brag about driving away half their students over a semester, she rarely loses one, except those unprepared or forced to move away.

- **Teaching style.** Instead of endless lectures, she mixes discussion, small group work and individual writing. "I walk around a lot, and sometimes I squat down so I'm even lower than the students," she says. Because she does writing assignments with the students in class, they get a chance to critique her work as well as that of other students.

- **Grading policies.** In her freshman comp class, students get grades based both on the process and on the result. "In writing a poem, for example, I find the resulting poem is just the tip of the iceberg," so she wants to reward students based on their efforts. Each of the five papers required in class earns two grades, one counting 35% for the process and one counting 50% for the paper itself.

"Each paper takes them two weeks, including a rough draft, the weeping-crying-screaming, class critique and revisions," she explains. In addition, students write a report on their paper, detailing their problems and joys in writing it, what grade it deserves, and how they could have improved it.

Instead of editing their final draft, she delivers a two-page critique of each, commenting on the introduction, transitions, quality of insight, what needs improvement and what she enjoyed most about it.

In addition, students get a grade for each class section. Being late or unprepared for class automatically lowers their class grade by one letter, so it's better to be late than not there at all. But latecomers face the wrath of classmates, who consider their tardiness rude.

How have colleagues reacted to Desjardin's new style classroom? "About half of them have pitched a fit," she admits. Some of the rest say "Ho-hum, it's the same old thing that comes up every five years or so, and go back into their shells." And the rest share her excitement, exchanging information on their own classrooms.

BEST COPY AVAILABLE

Reach more than 12,000 readers here each month for as little as $230, and millions more on our World Wide Web site, **http://www.itis.com/wihe**

Ⓦ indicates the full text of this announcement is available on the Web site. Call Mary Zenke (608) 251-3232 for details. The September issue closes August 20, 1996.

BABSON
COLLEGE

PRESIDENT

William F. Glavin, who has served as President of Babson College with distinction and dedication during the past seven years, has announced his intention to retire at the end of the 1996-97 academic year. Hence, the Board of Trustees announces the search to recruit a new President of the College.

Founded in 1919, Babson College has been ranked as the number one business specialty school in the nation for several consecutive years by *U.S. News and World Report*. The College is also ranked first for its entrepreneurial programs by *Success* and *U.S. News and World Report* magazines, and is an internationally recognized leader in executive education. Located on 450 acres in Wellesley, Massachusetts, the College enrolls 1,625 undergraduate students, and 350 full-time and 1,300 part-time graduate students. The College is in the last year of a very successful capital campaign for $115 million, over $100 million of which has already been raised.

The Board is seeking an exemplary leader to continue the College's path to greater distinction nationally and internationally.

Applications and nominations will be accepted until a new President is named. Interested individuals are encouraged to submit their materials as soon as possible to assure optimal consideration.

Please submit all correspondence to:

Robert E. Weissman, Chair
Presidential Search Committee
Post Office Box 171
Needham, MA 02192

R. William Funk, Managing Director of the Education Practice at Korn/Ferry International, has been retained to aid the Search Committee.

Babson is an equal opportunity, affirmative action employer.

NORTHLAND PIONEER COLLEGE
Navajo County Community College District, Arizona

President of the College

The District Governing Board of Northland Pioneer College invites applications and nominations for the position of President of the College to succeed Dr John H. Anderson, who is retiring. The President serves as Chief Executive Officer of the Navajo County Community College District. The person selected for this position will be expected to assume office on January 1, 1997.

The District Governing Board seeks an experienced executive with demonstrated leadership skills who is committed to the guiding principles of the comprehensive community college, and who can envision the College's next phase of distinction. Northland Pioneer College serves a large rural area in northeast Arizona which includes Navajo and Apache counties. An understanding and appreciation of Southwest Native American populations is important because the College's service area includes Apache, Hopi and Navajo nations.

Nominations and letters of interest should be sent immediately to:

Ms. Anne Abbey, Secretary to the Board
Northland Pioneer College
P.O. Box 610, Holbrook, AZ 76025-0610

Upon receipt of expression of interest, an information packet, including position requirements, will be mailed. All application materials and supporting documents must be received by **August 16, 1996.**

Northland Pioneer College is an Equal Opportunity Institution and does not discriminate in its hiring or educational policies.

UNIVERSITY OF MINNESOTA

PRESIDENT

The Board of Regents of the University of Minnesota invites nominations and applications for the position of President.

Founded in 1851, the University of Minnesota is both the state land-grant university, with a strong tradition of education and public service, and a major research institution. The University offers undergraduate and graduate degrees in more than 258 fields of study and has a total enrollment of 66,772.

Please submit nominations and expressions of interest, in confidence, to:

Advisory Committee, Presidential Search
University of Minnesota
c/o Korn/Ferry International
4816 IDS Center
Minneapolis, MN 55402

R. William Funk, Managing Director of the Education Practice at Korn/Ferry International, has been retained to assist the search.

Applications and nominations will be accepted until a new President is named. Interested individuals are encouraged to submit their materials as soon as possible to assure optimal consideration.

The University of Minnesota is an equal opportunity educator and employer.

VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The City University of New York

The City University of New York invites applications and nominations for the position of Vice Chancellor for Academic Affairs.

The City University of New York, the nation's leading urban university, is a multi-campus publicly-funded system, comprising ten senior colleges, six community colleges, a technical college, a graduate school, a law school, a school of biomedical education, and an affiliated medical school. More than 200,000 students are enrolled in academic programs, ranging from the associate to the doctoral degree, offered at campuses located through out the five boroughs of New York City.

The Vice Chancellor for Academic Affairs is the chief academic officer of the City University and serves as the Chancellor's representative in all internal and external academic matters.

Among the Vice Chancellor's primary responsibilities are: assisting the colleges in developing and strengthening academic programs- long-range system-wide academic planning; developing and evaluating academic policies, curricula, research initiatives and related faculty matters; developing and coordinating special pro grams intended for students in need of intensive preparation; promoting articulation between the two-year and four-year colleges; promoting partnerships with private, public and non-profit organizations in New York City and New York State; and fostering collaborative programs with the New York City Board of Education.

The Vice Chancellor for Academic Affairs is a member of the Chancellor's Cabinet and is the responsible administrative officer to the Committee on Academic Policy, Program, and Research of the Board of Trustees. The Vice Chancellor for Academic Affairs provides leadership to promote and enhance the City University's mission and commitment to academic excellence, open access, and equal opportunity for students, faculty, and staff.

Leading candidates will typically have:

- A demonstrated commitment to the mission and goals of The City University of New York;
- An earned doctorate
- University-level teaching experience;
- A record of scholarly achievement
- A demonstrated capacity for academic leadership and the ability to deal with complex educational issues; and
- Experience in developing and administering significant programs of sponsored research, particularly in a multi-campus environment, and familiarity with related fiscal issues.

The review of applications will begin on August 26, 1996, and will continue until an appointment is recommended. The City University of New York is an Equal Opportunity/Affirmative Action Employer and encourages nominations and applications from men and women of all races and ethnic backgrounds.

Applications: Applicants should send (1) a letter expressing their interest in the position (2) a curriculum vitae, and (3) the names, titles, addresses, and telephone numbers of five references (references will not be contacted without the applicant's prior permission).

Nominations: Nominators should send a letter of nomination and, if possible, the nominee's curriculum vitae.

Applications and nominations should be sent to:

President Matthew Goldstein,
Chairperson Search Committee for the
Vice Chancellor for Academic Affairs
The City University of New York
535 East 80th Street (Room 110)
New York, NY 10021

Additional Information: Please call Ms. Dolly Martinez, Director of Executive Search and Evaluation, at (212) 794-5740; Fax: (212) 794-5586. All inquiries, nominations, and applications will be held in strictest confidence.

NIAGARA UNIVERSITY

VICE PRESIDENT FOR BUSINESS AFFAIRS AND TREASURER

Niagara University, a 139-year-old, private, liberal arts institution in the Catholic and Vincentian tradition, seeks a Vice President for Business Affairs and Treasurer. Located along the Canadian Border in western New York, the university offers bachelor's and master's degrees to 1,915 traditional undergraduates and 2,800 total students. The university's total current fund budget is about $38 million. The University is under new leadership, and there is a positive environment for innovation.

The VP for Business Affairs and Treasurer serves as the principal fiscal advisor to the President, the liaison to the Finance and Buildings and Grounds committees of the Board of Trustees and to investment managers and contractors. The VP serves as a member of the President's Administrative Council. The VP is responsible for the management of all financial offices and most administrative services departments to include Auxiliary Services, Controller, Human Resources, Physical Plant, Purchasing, and the Print Shop. The VP also oversees internal audit, real estate and investment activities.

Qualifications include: A master's degree in a related field is required, an MBA and CPA are preferred; at least five years of experience as a successful CFO, a controller, or the top assistant to a successful CFO; this experience must show evidence of imagination, creativity, energy and leadership ability, along with strong analytical skills, the ability to act on complex administrative and fiscal issues, and comprehensive understanding of investment practices and non-profit accounting methods; and, a willingness to work within Niagara's academic, Catholic and Vincentian environment, including its commitment to gender and ethnic diversity.

Send applications and nominations to:

Dr. Richard M. Bernard
Executive Vice President for Academic Affairs and Search Committee Chair
Niagara University
Niagara University, NY 14109.

Faxed applications should go to (716) 286-8349.

Niagara is an equal opportunity employer

Marietta College

VICE PRESIDENT FOR ADVANCEMENT

Marietta College invites nominations and expressions of interest from energetic and visionary leaders seeking appointment as the Vice President for Advancement.

Marietta College is an independent, selective, coeducational, residential liberal arts college of 1300 students located in the historic river city of Marietta, Ohio. The city of 15,000 is part of a larger metro area of 150,000 about two hours from Columbus and Pittsburgh. Marietta was founded in 1788, the first organized settlement of the Northwest Territory. The College traces its roots to 1797, was formally chartered in 1835, and awarded a chapter of Phi Beta Kappa in 1860, only the 16th institution in the nation so honored. Today, Marietta College is recognized annually by *US News* as one of the top regional liberal arts colleges in the Midwest while the community is regularly cited for its high quality of life and reasonable cost of living.

The Vice President will report directly to the President and will be a part of the senior management team. The Vice President will be responsible for all institutional advancement activities including the building of a philanthropic culture; developing Trustee and donor relationships; establishing strong alumni, parent and volunteer programs; and designing and implementing a capital campaign. The Vice President will have had significant fund-raising experience preferably in higher education or other non-profit organizations, have a commitment to diversity and liberal arts institutions, be a strategic thinker, and possess the experience and personal qualities which will enable her/him to work effectively with all members of the college community. A bachelor's degree is expected with an advanced degree preferred.

Please forward nominations and expressions of interest, in confidence to:

Search Committee, VPA
Office of the President
Marietta College
215 Fifth Street
Marietta, OH 45750

Review of applications will begin immediately and continue until the position is filled.

Marietta College is an equal opportunity employer which values diversity. Women, minorities and persons with disabilities are encouraged to apply.

UNIVERSITY OF Massachusetts

AMHERST

Vice Provost For University Outreach

The University of Massachusetts Amherst is a public Land Grant institution with 18,000 undergraduate and 6,000 graduate students. It is the flagship of a five-campus system and is the largest public university in New England. Nine schools and colleges offer approximately 100 undergraduate, 72 master's and 52 doctoral programs. Together with Amherst, Hampshire, Mount Holyoke and Smith Colleges, the University shares learning resources and cultural opportunities through Five Colleges, Inc.

The Vice Provost for University Outreach is a new senior-level position emanating from a strategic planning initiate that revitalizes the Land Grant commitment to outreach on the part of the University to external constituencies and to access for individuals and groups to campus expertise and resources. The Vice Provost will provide leadership for a broad array of future partnerships. Outreach programs draw on the expertise of University faculty and staff to develop and foster partnerships with communities, schools, businesses, non-profit corporations and state and local government.

Responsibilities

- Lead a comprehensive program of outreach and access
- Foster innovative and collaborative outreach activities
- Link colleges and department with external constituencies
- Provost centralized access to campus outreach opportunities
- Provide leadership for a major budgetary unit of established campus-wide outreach programs including the Division of Continuing Education, University Without Walls, WFCR National Public Radio and UMass Extension
- Work with Deans and others in coordinating additional outreach activities such as international initiatives, service learning and K-12 outreach

Qualifications:

- Executive level leadership experience in an institution of higher education
- Outstanding communication and interpersonal skills
- Record of collaborative and productive relationships with diverse constituencies
- Demonstrated experience in creating and implementing innovative outreach programs
- Experience with state-of-the-art communication technology
- An earned doctorate with a record of academic and professional accomplishments

The search committee will begin screening applications **October 1, 1996**. Applications should include a current resume, a one-page statement of the candidate's background and perception of the role and responsibilities of the position, and the names and addresses of at least three individuals who may be contacted for references. The University is committed to affirmative action and equal opportunity and encourages applications from female and minority candidates. Nominations and applications should be submitted to:

Dean Stephen Gehlbach, Co-Chair
Vice Provost Search Committee
c/o Office of the Provost
362 Whitmore Administrative Building
University of Massachusetts
Amherst, MA 01003

VICE PRESIDENT FOR STUDENT AFFAIRS
UNIVERSITY OF PITTSBURGH AT JOHNSTOWN

The University of Pittsburgh at Johnstown (UPJ) is seeking an outstanding individual for the position of Vice President for Student Affairs. UPJ is a comprehensive four-year undergraduate campus of the University of Pittsburgh system, located 75 miles east of Pittsburgh on a beautiful 650 acre site in the Laurel Highlands of western Pennsylvania. UPJ is a progressive college offering 27 undergraduate programs to 3200 students.

Reporting directly to the President, the Vice President for Student Affairs is responsible for providing leadership for a comprehensive student affairs division, including student activities and organizations, judicial system, intercollegiate athletics and intramurals, housing and residence life, public safety, health services, personal counseling services, career services and new student orientation.

The successful candidate will have:

- an earned doctorate.
- a minimum of five years of successful leadership and management of student affairs programs and activities.
- a documented record of advocacy of student rights and responsibilities.
- documented administrative skill in budget management, personnel development and supervision, program development and evaluation, and information technology.
- demonstrated excellence in oral and written communication skills.
- demonstrated understanding of the personal and social issues confronting students and the challenges they face in their development.
- documented success in leading systemic change efforts.
- commitment and ability to use the collegial process.
- a strong commitment to the goals of equal opportunity and affirmative action.

The Vice President for Student Affairs position will be filled not later than July 1, 1997.

The salary will be commensurate with qualifications.

By **October 1, 1996**, send a letter of application, detailing position qualifications and including a current resume to:

Jacob W. Stiffler, Chair
Vice President for Student Affairs Search Committee
152 Biddle Hall
University of Pittsburgh at Johnstown
Johnstown, PA 15904

The University of Pittsburgh is an affirmative action, equal opportunity employer

BEST COPY AVAILABLE

THE COLLEGE OF

WOOSTER

VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Vice President for Academic Affairs is the chief academic officer of the College and is responsible for the quality of its educational program. He or she is concerned with faculty and administrative appointments, with the program and budgets of the academic and related departments including those of the Libraries, Academic Computing, Admissions, and the Dean of Students, and in cooperation with the Dean of the Faculty, with the development of the curriculum of the College. The individual must be a scholar and teacher of acknowledged accomplishment and have a record of leadership. Previous administrative experience is desirable.

It is expected that the individual will assume office by July 1, 1997. Nominations or letters of application and resumes should be sent by October 15 to **Deborah Hilty, Secretary of the College, The College of Wooster, Wooster, OH 44691.**

The College of Wooster is an equal opportunity, affirmative action employer

---

SENIOR VICE CHANCELLOR OF ACADEMIC AFFAIRS

University of Nebraska–Lincoln

The University of Nebraska-Lincoln announces the search for a new Senior Vice Chancellor of Academic Affairs. The incumbent in this position, Joan Leitzel, has been named President of the University of New Hampshire.

Founded in 1869, the University of Nebraska-Lincoln is one of the nation's leading land-grant institutions. It is a Carnegie I Research institution and a member of the American Association of the Universities (AAU). The University enrolls 24,000 students and employs 1,500 faculty. The annual operating budget is $488 million.

Reporting to the Chancellor, the Senior Vice Chancellor of Academic Affairs is the second ranking official who serves as chief academic officer and represents the Chancellor in his absence. The selected individual will provide leadership for all academic programs, except agriculture and natural resources, at the University of Nebraska-Lincoln, including the improvement of instruction at all levels and locations; working with the Vice Chancellor for Research for the improvement of research and creative activity; and oversight of the promotion and tenure process.

The Search Committee will begin reviewing applications and expressions of personal interest immediately, and will continue to receive applications and nominations until an appointment is made. Please send all materials to:

Academic Affairs Search Committee
201 Canfield Administration Building
The University of Nebraska-Lincoln
Lincoln, NE 68516-0419

(R. William Funk, Managing Director of the Education Practice at Korn/Ferry International, has been retained to assist the Search Committee.)

The University of Nebraska-Lincoln is an equal opportunity, affirmative action employer

---

Geneseo

State University of New York at Geneseo

PROVOST

SUNY Geneseo invites applications and nominations for the position of Provost. Located in a scenic village thirty miles south of Rochester, Geneseo is a highly selective, residential, public undergraduate college offering Master's degrees in a small number of fields. Its 5000 students major in a variety of liberal arts and selected professional programs. While the primary emphasis of the College is undergraduate teaching, Geneseo's mission and goals also emphasize growing cultural diversity, a quality intellectual atmosphere, strong support for faculty research and creative activity, increasing public service, and private support for initiatives aimed at stimulating and rewarding excellence.

As chief academic officer, the Provost reports directly to the President and is responsible for the academic programs and support services of the College. He or she will work closely with the executive team and will play a significant role in the institution-wide strategic planning process, particularly as planning involves academic departments. Because Geneseo does not have a traditional academic dean structure, the Provost oversees the College's twenty-one academic departments as well as the Office of the Dean of the College (which includes international and study abroad programs). In addition, the Provost is responsible for the libraries, the educational opportunity program, computing and media services, campus information systems, sponsored research, and institutional research.

Minimum qualifications include an earned doctorate and credentials appropriate for appointment as a tenured professor in an academic department of the college; significant administrative experience at the level of dean (or the equivalent); excellent communication and human relations skills; a broad institutional perspective; a demonstrable commitment to affirmative action; a record of college teaching and scholarship; and a strong commitment to the goals of liberal learning. Familiarity with a unionized environment and expertise with institutional planning and/or budgeting are desirable.

Salary will be commensurate with experience and qualifications. Anticipated starting date for the person is no later than June 1, 1997. Screening of applications will begin on September 16, 1996.

Send letter of application, recent curriculum vitae and the names, addresses and telephone numbers of 3 to 5 references to:

Provost Search Committee
Office of the President
State University of New York at Geneseo
Geneseo, New York 14454-1450

SUNY Geneseo is an affirmative action, equal opportunity employer. The College particularly encourages applications from women and members of underrepresented racial and ethnic groups.

COLLEGE OF BUSINESS ADMINISTRATION

University of Wisconsin Oshkosh

Position Announcement

Applications and nominations are invited for the position of Dean of College of Business Administration. The College seeks candidates who have a well developed vision of, and can provide leadership for, the College into the next century.

The Position

The Dean of the College will be responsible for:

- Recruitment, development, and retention of a diverse faculty, staff and student body;
- Development and management of innovative, progressive and relevant curriculum;
- Working collaboratively with other colleges and administration to further the University and College goals;
- Pro-actively enhancing and extending alliances with corporations, the community, and external funding sources.

Qualifications

The successful candidate will have:

- A PhD or DBA in business or a related field with a record of distinguished teaching and research; or
- Significant corporate experience in an executive policy making position with a commitment to higher education; and
- Excellent leadership skills;
- Knowledge of current trends and practices affecting business education;
- Demonstrated administrative and problem-solving skills to represent the College to the University system and external agencies;
- The ability to function effectively in a shared governance environment.

The University And Community

The University of Wisconsin Oshkosh is located in the Fox River Valley, a fast growing technical and industrial area with a population of 300,000. The College of Business is an AACSB accredited institution serving the entire Northeastern and Central Wisconsin regions. A team of 50 highly talented and motivated faculty and staff in the College are committed to offering both BBA and MBA degrees to over 2000 students. Important programs offered by the College include the Business Development Center, the Asian Business Studies Program, and the Wisconsin Family Business Forum. The University and the College have extensive resources and state of the art computing and instructional facilities to support faculty development and curriculum improvement.

Application process

The position opens January 1, 1997, and offers competitive compensation and salary. Nominations or applications must include a letter of interest, statement of vision for the college, current vita, transcripts, and the names, addresses, and phone number of five references the Committee may contact at a later stage of the search. These materials may be mailed to:

Dr. B.S. Sridhar
Chair, Search & Screen Committee (COBA)
CF6, 800 Algoma Blvd.
University of Wisconsin Oshkosh
Oshkosh, Wisconsin 54901

The last day for receipt of applications: **August 26, 1996.**

University of Wisconsin Oshkosh is an Equal Employment Opportunity Employer. Minorities and women are encouraged to apply.

ASSISTANT DEAN OF ADMISSIONS

(Search Re-Opened)

Mary Washington College

is accepting applications for an individual to serve as Assistant Dean of Admissions. This individual will be involved in all activities related to the recruitment and admission of students to the Bachelor of Arts and Bachelor of Science undergraduate programs. This individual will have specific responsibilities related to the recruitment and admission of African-American and other students of color.

Qualifications: The preferred candidate will have a minimum of one to two years of full-time professional experience in college admissions. Applicants should have excellent oral and written communications skills. Strong counseling and public relations skills are essential. A demonstrated commitment to undergraduate liberal arts and sciences education is expected. Master's degree preferred. Anticipated salary range: $25,000-$30,000 annually, plus state benefits.

Submit a letter of application, resume, three names of references and copies of college transcripts to:

Dr. Martin Wilder
Vice President for Admissions and Financial Aid
Mary Washington College
Box 615
Fredericksburg, VA 22401-5358

Previous candidates need not apply.

Applications will not be accepted after 5 p.m. on August 15, 1996.

Postmarks will not be honored. Mary Washington College is deeply committed to affirmative action and encourages minorities and women to apply.

WINONA STATE UNIVERSITY

Winona State University invites applications and nominations for the position of

Affirmative Action/ Sexual Harassment/ ADA Officer.

Qualifications

- A law degree is required, with expertise in employment law or labor law preferred.
- Minimum of three years experience in higher education preferred.
- Experience related to Affirmative Action/Sexual Harassment and collective bargaining preferred.
- Possession of strong communication, interpersonal and mediation skills.
- Ability to write clearly and concisely.
- Evidence of computer literacy.

For a complete job description, log into the Affirmative Action Office web server: **http://www.winona.msus.edu/Grants/AffirmativeAction/home.htm** or call (507) 457-5659. Application deadline is August 5, 1996. Position available pending budgetary approval.

An Affirmative Action Equal Opportunity University. Women, minorities, and individuals with disabilities are encouraged to apply.

BEST COPY AVAILABLE

EMBRY-RIDDLE
AERONAUTICAL UNIVERSITY

Dean of Graduate Studies and Research

Applications are invited for the position of Dean of Graduate Studies and Research for Embry-Riddle Aeronautical University in Daytona Beach, FL. This position has oversight of graduate programs and responsibility for nurturing ongoing academic research funding opportunities for the faculty. Currently the graduate programs other Masters degrees in Aeronautical Science, Aerospace Engineering, Aviation Business Administration, and Software Engineering. Active research programs exist In Aerospace Science and Engineering, Computer Science, artificial intelligence, human factors and various other aviation related fields. The new Dean will encourage the development of research in all departments of the University and actively assist in searching for funding and support for academic research. Embry-Riddle places strong emphasis on aviation and aerospace with outreach pro grams throughout the world. Global enrollments for ERAU exceed 18,000 students. Graduate programs account for roughly 5% of the total enrollment.

Candidates for this position should have a clear perspective of the national and international forces shaping the aviation and aerospace industry, particularly in regard to government, industrial and philanthropic support of academic research. This perspective should be coupled with a strategic vision of how to respond to new opportunities in manners designed to support growth in graduate enrollments within the University. Applicants must have an earned doctorate in an appropriate field and should be experienced in academic administration, preferably at the graduate level. Research administration experience in a corporate, government or university environment is essential. Broad contact with various funding agencies is desirable.

Please submit a letter of application, resumes and a list of reference to: **Embry-Riddle Aeronautical University, Dr. Thomas J. Connolly, c/o Human Resources Department/WHE, 800 S. Clyde Morris Blvd., Daytona Beach, FL 32114-3900.** EOE. Women and Minority Groups are encouraged to apply.

UWM

UNIVERSITY OF WISCONSIN-MILWAUKEE

Dean of the School of Business Administration

Nominations and applications are invited for the position of Dean at the University of Wisconsin-Milwaukee School of Business Administration. The UW-Milwaukee is a Research II university with approximately 22,000 students and is one of two institutions within the UW System awarding doctoral degrees.

The UW-Milwaukee School of Business Administration is a major metropolitan business school committed to academic excelence. The school offers a complete complement of academic degree programs: Bachelor of Business Administration (BBA) degree with seven majors; the Master of Business Administration (MBA); the Master of Business Administration—Executive Program; Master of Science in Management (MS) with nine areas of concentration; the Doctor of Philosophy (Ph.D.) Program with five submajors.

The School of Business Administration enjoys a tradition of strong support from the Milwaukee and Wisconsin business community and has a new technology enhanced building which includes multimedia classrooms containing the latest in computing and communications technology.

The University seeks a Dean of academic distinction and accomplishment. Qualifications include:

major responsibilities for academic administration
leadership in planning, development and resource management
proven ability in external fund raising and alumni development
skill in internal and external representation of the School
sensitivity to issues of equal opportunity and diversity

The Dean will be energetic and visionary, with sensitivity to and understanding of emerging technology issues and trends within the profession, the discipline, and the business community. Candidates must hold an earned doctorate, have achieved tenure at an institution of higher education, be recognized for scholarly achievement, and meet University requirements for tenured full professor in the School of Business Administration.

The closing date for application is **October 31, 1996.**

A letter of interest and a copy of a curriculum vita should be sent to:

John F. Bibby, Chair
Search and Screen Committee for the Dean of the
School of Business Administration
c/o Department of Political Science
The University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201
(414) 229-6560 FAX (414) 229-5021 jfbibby@csd.uwm.edu

Southern Connecticut State University
SC
SU

DEAN, SCHOOL OF BUSINESS

SEARCH EXTENDED

Applications and nominations are invited for the position of Dean of the School of Business. As one of the six academic deans at the University, the Dean provides academic and administrative leadership for the School of Business. The Dean guides the acquisition and use of the School's resources and is expected to encourage and facilitate excellence in teaching, research, curriculum development, updating of instructional technologies, and student advisement. The position reports to the Vice President for Academic Affairs. Salary is competitive.

THE UNIVERSITY

Southern Connecticut State University is situated on a 168 acre urban campus. It is a comprehensive public university, with more than 12,000 full-time and part-time students enrolled in bachelor's and master's degree programs in the arts and sciences and various professional fields.

THE SCHOOL OF BUSINESS

The School of Business is a Candidate for AACSB accreditation. It employs 34 full-time/faculty in the departments of Accounting, Economics and Finance, Management, and Marketing. Approximately 230 undergraduate and graduate degrees are awarded annually in Business Administration, Economics, and Business Economics. There are plans for increased enrollments in School of Business master's degree programs.

APPLICANTS AND NOMINEES

Candidates should (1) hold an earned doctorate in a discipline within the School, (2) have a record of academic achievement sufficient to warrant appointment to the rank of professor, (3) have firsthand experiences with AACSB accreditation, (4) have superior communication and interpersonal skills, especially the capacity to listen, fashion a collegial atmosphere, and foster a culture which values excellent and effective outcomes, and (5) be adept at interacting with the regional business community and other constituencies, to raise funds and to augment the reputation of the School. Business experience is desirable. Variations from some of these requirements may be considered for individuals with outstanding administrative backgrounds.

APPLICATIONS

Full consideration can be assured for those applications postmarked by October 18, 1996. Nominations or applications containing a letter expressing interest in the position, a vita, and the names/addresses/telephone numbers of four professional references should be sent to:

Dr. Anthony V. Pinciaro
Vice President for Academic Affairs
Search Committee for the School of Business Dean
Southern Connecticut State University (EN 125)
501 Crescent St.
New Haven, CT 06515

SCSU is an equal opportunity, affirmative action employer and strongly encourages minorities and women to apply.

ASSOCIATE DEAN
COLLEGE OF PHARMACY

XAVIER UNIVERSITY OF LOUISIANA

The Xavier University College of Pharmacy invites applications for the position of Associate Dean of the College of Pharmacy. Xavier University is a Historically Black Catholic University located in the heart of New Orleans. Currently the College offers the entry level Doctor of Pharmacy Program and Post-Baccalaureate Doctor of Pharmacy Programs. Due to a significant growth in both academic and research programs, the College seeks an Associate Dean to assist the Dean with the administration of the broad program of the College.

The Associate Dean reports to the Dean of the College. Generally, the duties of this position include the following:

- Serves as operations manager for the day-to-day operations of the College
- Works with Division Chairman and faculty to assure ongoing quality of the academic programs
- Conducts an ongoing faculty development program
- Represents the Dean at local, state and national professional and alumni associations and functions
- Serves as Acting Dean at the appropriate times.

Qualifications includes: terminal earned doctorate in a pharmaceutical-related discipline and a degree in Pharmacy with at least 10 years' combined teaching, research and administrative experience. Applications should include a letter of interest, curriculum vitae, names and addresses of three professional references. Applications should be submitted to:

Marcellus Grace, Ph.D.
Dean
College of Pharmacy
Xavier University of Louisiana
7325 Palmetto Street
New Orleans, LA 70125

Xavier University is an Equal Opportunity, Affirmative Action Employer

---

WESTON JESUIT
SCHOOL OF THEOLOGY

DIRECTOR OF ADMISSIONS

This administrative position includes dual responsibilities for recruiting, interviewing and guiding students seeking to enroll in graduate programs in theology and for managing all aspects of the Admissions Office of Weston Jesuit School of Theology (WJST). Responsibilities include interviewing, data analysis, marketing, and supervision of Admissions Office personnel.

Applicants should be knowledgeable about the Roman Catholic Church and theological education, have an outgoing personality, and the ability to communicate effectively both orally and in writing. Candidates should also possess the ability to develop marketing strategies and advertising campaigns. Position requires flexibility, organizational skills including data management, and supervisory abilities.

Competitive salary with excellent benefits.

Send letter of application and resume no later than **August 10** to:

Betty Smith, RSM
WJST
3 Phillips Place
Cambridge, MA 02138
Phone (617) 492-1960, fax (617) 492-5833
e-mail: bsmith@wjst.edu

WJST is an Equal Opportunity Employer.

DEAN OF INSTRUCTION
at Diablo Valley College
in Pleasant Hill, California.

$6,764 to $8,252 on a 5-step range. Excellent benefits.

Master's degree, 3 years teaching, 3 years management and community college experience required.

Deadline extended 8/30/96.

Call (510) 685-1230, ext 201.

EOE

WEST VIRGINIA UNIVERSITY
DIRECTOR OF PHYSICAL PLANT

West Virginia University invites nominations and applications for the position of Director of Physical Plant. Reporting to the Assistant Vice President for Facilities and Services, the Director will lead a work force of 450 employees in the management and stewardship of 158 buildings comprised of nearly 6 million square feet of space on 673 acres. The Physical Plant has an annual budget of $10 million.

WVU is the land grant, doctoral degree granting research institution in the state of West Virginia. Nearly 23,000 students are enrolled in 176 degree programs. The University is located in Morgantown, West Virginia, a community of approximately 50,000 with ready access to larger metropolitan areas such as Pittsburgh, PA and Washington, D.C. and has branch campuses in Charleston, Keyser, Parkersburg, and Montgomery, WV.

The successful candidate will have an established record of progressively responsible positions; successful experience in leading others and in developing teams; excellent written and oral communication skills, demonstrated ability in identifying and implementing creative solutions to complex problems; demonstrated ability in establishing and maintaining productive and collaborative relationships with a full range of campus and external constituents that reflects a strong customer service commitment, a continuous quality focus, sensitivity in working with diverse groups, and experience with modern management trends.

A Bachelor's Degree in Business Administration, Management, Architecture, Engineering, or related field is required along with a minimum of ten years of progressively responsible facilities management experience at a land-grant or comprehensive research university, with at least four years at the senior administrative level. (Relevant experience in large and complex organizations other than higher education may be considered by the search committee.) Candidates with an appropriate Master's Degree will receive additional consideration, as will those who have directly related experience with quality improvement concepts and methods.

Salary will be commensurate with qualifications and experience. Review of applications will begin on August 15, 1996 and will continue until the position is filled. Applications including a cover letter, resume, and the names, addresses, and phone numbers of at least three references, should be submitted to:

Dr. Ernest R. Goeres
Chair, Director of Physical Plant Search Committee
c/o Facilities and Services
PO BOX 6555
West Virginia University
Morgantown, WV 26506-6555.

West Virginia University is an Affirmative Action/Equal Opportunity Employer

BEST COPY AVAILABLE

CHAIR
DIVISION OF CLINICAL AND ADMINISTRATIVE SCIENCES
COLLEGE OF PHARMACY

XAVIER UNIVERSITY OF LOUISIANA

The Xavier University College of Pharmacy is accepting applications for the Chair of the Division of Clinical and Administrative Sciences. Applicants must hold an earned Pharm.D. or Ph.D. with administrative experience. *Applicants will be eligible for licensure in Louisiana.* Responsibilities include providing leadership for all the research, teaching and service activities of all faculty members in the discipline of clinical pharmacy/pharmacy practice and pharmacy administration. Other responsibilities include the overall supervision of the Drug Information Center, Clinical Trials Unit, Continuing Education Program, pharmacy service contracts and Externship/Clerkship Program.

Applicants should submit a letter of interest, curriculum vitae and three letters of recommendation to:

Marcellus Grace, Ph.D.
Dean
College of Pharmacy
Xavier University of Louisiana
7325 Palmetto Street
New Orleans, LA 70125

Xavier University is an Equal Opportunity, Affirmative Action Employer

GETTYSBURG

MANAGEMENT DEPARTMENT CHAIR

Gettysburg College announces a search for a Chairperson for the Department of Management, to be appointed no later than fall 1997. This is an unusual opportunity for a scholar and leader who is excited by the teaching of management to undergraduates as a liberal arts field and in a liberal arts setting. The department now has nine full-time faculty positions in several business disciplines and graduates about 100 majors per year.

The new Chair will immediately play a leadership role in faculty hiring and curricular discussions. Candidates must have an earned doctorate, a distinguished record of achievement as a scholar and teacher consistent with senior rank, a commitment to the education of undergraduates, and the ability to inspire and coordinate the best efforts of colleagues. Teaching field is open.

Gettysburg College is a highly selective liberal arts college located at the historic battleground near the Baltimore/Washington area. It is an equal opportunity/affirmative action employer, which offers among its benefits a Partner Assistance Program. Women and minorities are encouraged to apply.

Applicants should submit a letter of application, **curriculum vitae,** and three references to:

Daniel R. DeNicola
Provost
Gettysburg College
Gettysburg, PA 17325-1486

Review of applications will begin immediately for interviewing at the Academy of Management conference in August. Other applications will be given full consideration if received by November 1, 1996.

Memorable Commencement Comments

1996 college commencements produced a few kernels worth recalling, as provided by the *New York Times* and *The Chronicle of Higher Education*:

The women's movement has made a huge difference... There are woman doctors and woman lawyers. There are anchorwomen, although most of them are blonde. But at the same time, the pay differential between men and women has barely changed....

There's still a glass ceiling. Don't let the number of women in the workforce trick you — there are still lots of magazines devoted almost exclusively to making perfect casseroles and turning various things into tents.

Don't underestimate how much antagonism there is toward woman and how many people wish we could turn the clock back. One of the things people always say to you if you get upset is "Don't take it personally." But listen hard to what's going on and, please, I beg you, take it personally. Understand: Every attack on Hillary Clinton for not knowing her place is an attack on you... When Elizabeth Dole pretends that she isn't serious about her career, that is an attack on you...

Whatever you choose, however many roads you travel, I hope that you will choose not to be a lady. I hope that you will find some way to break the rules and make a little trouble out there. And I also hope that you will choose to make some of that trouble on behalf of women.

– Nora Ephron, writer and director,
speaking at Wellesley College

Your novel is opening today in the setting of this arena. The plot is what you do with the rest of your life.

– Mary Higgins Clark, mystery writer
speaking at Providence College

Risk is what life is all about! We press the envelope, try things that have never been done before for the sake of learning. Sometimes we have success. Sometimes we fail. We need to understand those failures and accept them as a natural part of learning, of growing and taking risks.

– Kathryn C. Thornton, astronaut
speaking at the University of Virginia

Always remember — as you go out to seek your fortune, your fame, your fulfillment — always remember that it's not *who* you know in this world that counts, it's *whom*.

– Osborn Elliott, dean emeritus of Columbia University J-School, speaking at Marlboro College

Practical Tips from the Hot Seat in Dreaded Job Interviews

By Donna L. Clevinger, PhD
Austin TX ...on the road to an interview

Just as the turn-of-the-century melodrama often had two titles, such as *Pure as the Driven Snow*, or, *A Working Girl's Secret*, so does the job interview: *theirs* and *yours*. These practical tips come from *your* side, based on about 25 recent interviews by me and my colleagues.

Before the Interview

Do your homework. Find out all you can about the job and school. Ask the search committee for an information packet on the school and surrounding area. Check the student newspaper. Find out about the faculty, staff and administrators you would be working with regularly.

While researching one small college, a colleague noticed two-thirds of the teaching faculty had at least one degree from the same state school. Having failed the phone interview, she later learned the school had hired the interim who, not surprisingly, had also graduated from that same state school.

Check out the environment. Realistically, could you live there? Would it serve your professional and personal needs and goals? This might seem insignificant now, but it could be vital to your future comfort.

To get in the mood, try those how-to-interview books. Current materials such as *The New York Times*, journals in your own field, your resume and of course *WIHE* will come in handy as well. Be sure to buy a local newspaper once you arrive. You might also want to write down your name; I forgot mine briefly once during introductions.

- **Prepare for the phone interview.** Before deciding whom to invite to campus, many search committees interview a short list of candidates by phone. Some calls can be very pleasant and positive, while others can be confusing and intimidating. Whether formal or informal, the phone interview deserves your serious preparation.

At the beginning, make sure you're introduced to all those who are listening and/or participating in the call, to help you decide how to answer their questions. Candidates who survive phone interviews share these traits: enthusiasm, conversational approach, truthfulness, confidence, positive attitude, sense of humor, and being oneself.

If you make this short list, stick to your game plan. There's information you want to share, so make sure to find a way. After I bombed in one phone interview, I found it helpful to rehearse aloud with a friend. During that unsuccessful interview, I became frustrated while shuffling through my notes and changed my style and answers to fit what I thought the interviewer wanted. Asking for clarification on some questions, I got the curt response, "However you want to interpret it."

Stick to a pace you feel comfortable with, even if the interviewer seems to be pressing for a speedy response, trying to keep that day's phone interviews on schedule. Express your personality through your answers and stay in control of the situation. Try to say something distinctive that the search committee will remember, to help you stand out from other candidates in a positive way.

Above all, be honest when answering questions. Use concise phrasing, don't stumble over words, watch long silences while responding to a question and, sound professional, like you know what you're talking about. They can hear many things through the phone, so watch the deep breaths, background noises, chomping on a pencil or ice and shuffling papers.

Sometimes the interviewer is difficult to understand due to a regional dialect or to the speaker phone itself. Don't hesitate to ask for a repeat of the question. This is your last shot at getting an on-campus visit, so make sure you understand what they are asking of you.

Finally, don't forget to take the chance to ask questions, even though the interviewers may say the time is almost up. This is *your* interview too, even on their quarter.

The On-Campus Interview

- **Take phone numbers.** Before leaving for an interview, make sure you get an itinerary, including travel schedule, meetings, meals, hotel, office and home phone numbers of contacts in case plans change. A friend was scheduled to fly in Sunday evening and be driven to the hotel by members of the search committee. When no one met her at the gate or responded to paging, she decided to call the chair of the search committee, discovering she had only his office number and the home number was unlisted. Luckily she remembered the hotel name.

- **Bring only what is necessary.** Even for a two-day interview, don't be bogged down with luggage. When two men from a search committee met a colleague at an airport, they were shocked and delighted that she brought only one carry-on suitcase. They said the last candidate brought "enough suitcases for a fashion show" and spent more time "fixing herself up" between meetings than attending meetings.

Bring just what you need based on the itinerary and one extra outfit. Good hotels have irons. For air travel, carry on your bags. Traveling light makes it easier for all and could make a good impression. And you have only one chance to make that good first impression.

Books on interviewing warn of using fragrances and extreme hair styles. They also suggest going for a natural appearance, dressing comfortably and conservatively and bringing a briefcase instead of a purse.

Have interview materials like pad, pens and resume easily accessible in the briefcase. Once I missed the first two questions of an interview with my head stuck in my purse, searching for a pen. This was not a great beginning.

- **Bring medications.** Travel changes your stress level, sleep patterns and diet, and could cause discomforts such as an upset stomach, nausea or headaches. So bring the vitamins and medications you take each day, as well as medications for "just in case." Don't rely on hotel gift shops or all- night pharmacies. Sticking to foods you are accustomed to, along with your usual sleep time, will help the body and soul handle brief setbacks. As they say on TV, "Don't let them see you sweat" even if you're not feeling your best. Knowledge eases the stress level.

- **Bring food.** Maria Perez, who heads a NYC search firm serving colleges, advises bringing emergency food to refuel. A peanut butter sandwich once saved me.

The search committee's first meeting was a buffet breakfast. Everyone was eating while my meal sat before me, as committee members took turns asking me questions. Eating was impossible for me, for fear of food being fired out of my mouth or nose during a response or, worst yet, choking! So I held out for lunch, thinking I might be able to cram down a sandwich. But no way! The lunch was yet another gathering of different administrators and faculty members. Once again, my food sat. So before the afternoon meetings, off to the restroom I went to scarf down my peanut butter sandwich. It was my best meal of the day!

- **Take attendance.** After several days of preparing for an interview and then traveling more than 500 miles with two plane changes and an overnight weather delay, a friend arrived at the interview site only to find that the dean had chosen that time for elective surgery. She was told the search committee, after interviewing the five candidates invited to campus, would make three recommendations to the dean, who would then follow up with phone interviews. None of the five candidates was ever contacted by phone, she learned from the dean's secretary, and the interim got the permanent job.

After hearing this and similar tales, I now ask the search committee before I go whether I will get to meet and talk with all those involved in the hiring process. I also ask if an inside candidate is being considered. Of the 16 schools with inside candidates for the positions I applied for, only three hired an outside candidate. In reading *The Chronicle of Higher Education*, I noticed vacant positions are often filled by the interim candidate. It's difficult to dethrone one who has already tried out for the job, so consider this in deciding whether to interview.

- **Assume nothing**. Even if the interview goes extremely well, don't assume you'll be offered the position. You usually have no idea who is your competition or what went on in other interviews. I felt great after one 2½ day interview: committee members were all smiles, I received compliments on the way I handled the tough questions, numerous pats on the back and even a hug from the dean. But I never received the congratulatory phone call. My "you're fantastic but..." rejection letter came ten days later. Besides being hurt, I wondered what had happened. Now I make it a point to follow up on all interviews.

- **Follow up.** Before I leave an interview, I ask when they expect to reach a decision. I follow up by asking if I could contact her/him if the decision was not made in my favor. But be careful here, as this is not the time to undercut the great impression you've established. If you do ask, do so in a positive, upbeat manner. Personally, I want feedback for self improvement, learning what my competition had that I lacked and developing my job search skills.

Those Special Interview Questions

- **Illegal questions**. Watch out for illegal questions that may sneak in at any time: during a one-on-one meal, a reception, a social gathering or a stress-filled meeting. A faculty member, administrator or even a spouse may discuss their personal life, marital status, age, children, religious beliefs or native traditions and expect some kind of response. They may ask questions they do not realize are illegal or would not ask in a different setting. So before you get caught up, decide ahead of time how you'll answer those intentional or unintentional questions. Whatever your choice, be positive and tactful, ask for clarification and/or relevancy, and always use good eye contact.

- **"What if" questions.** Designed to find out how you would handle certain situations or individuals, or to reveal your character, these questions can offer you a chance to present winning examples from your own work history.

- **Questions they are most likely to ask:** What can you tell us about yourself? Why do you want this job? What can you do for us that no one else can? What are your greatest strengths? What are your greatest weaknesses? Why do you want to leave your present/last job? What do you see yourself doing in the next five or ten years?

- **Questions you should ask:** What can you tell me about your department/college/school? Apart from the job description, what attributes would your ideal person have for the position? What are your department/college/school's greatest strengths? Greatest weaknesses? Why is this job vacant? What does the department/college/school see itself doing in the next five or ten years? What is the salary and benefit package?

- **Weird questions I've been asked:** Who would you *least* like us to contact as a reference and why? Can you name three people who have affected your professional life for the better and for the worst, and explain why? What color is your lipstick? How short are you? And the one that gets the prize: Would you write something for us so we could analyze your handwriting?

After the Interview

Back home, you should feel confident you did all you could do to match with the position. This is the time of reflection, deciding if you would accept the job if offered, weighing its advantages and disadvantages.

Talking to trusted friends, colleagues and family members is important, but the ultimate decision is yours. After much encouragement from friends, a colleague turned down two separate job offers after realizing the schools could not meet her professional goals and the environments were not suitable for her family.

Write thank-you notes to the search committee and others at the interview. You never know what the future may bring, so leave a positive lasting impression no matter what the outcome.

If the search committee plans to telephone the candidate of choice within a certain time period, don't be a slave to the home or office. Take time to reward yourself. After all, a single position could have hundreds of applicants, so your making it into the "final four" is a great accomplishment in itself.

Even if either party decides against the match, believe me the next interview will be a lot easier!

Donna Clevinger is seeking the right associate deanship in arts and sciences. Call her at (512) 912-9599 for details.

An Organization's Mental Health Starts With Its Leaders

Sometimes you might wonder whether it's the organization that's crazy, or you. And the answer is: probably both, or neither. Rarely is it just one or the other, at least not for long.

What is good mental health in an organization, and how to diagnose yours, was the subject of a presentation by Anne Mulder, former president of Lake Michigan College MI, a now professor at Southeastern University FL and Kay Heimer, president of Lake City Community College FL. The occasion was the "Righting the Standard" national conference on education and community in June in Phoenix.

Knowing the mental condition of your organization is a key to achieving your goals, according to Heimer. "If you don't know how people feel around you, you're not going to recognize and react to those indicators that determine whether your project will be successful."

The climate is one of the prime indicators of its health. In defining climate, Heimer notes: "If you visit a house you've never been in before, you're picking up ideas and feelings about what kind of people live there." This intangible feeling or tone is climate, which endures over time and influences the behavior of people.

Bad apples? Professionally, politely and cordially ignore them.

An organization's climate is defined by the perceptions of its members, no matter what the facts are. The climate, which is built in large part by the administration, influences members' behavior and management styles. In trying to build a particular climate, you must look at the total organization and see its personality.

You can't rely on just one person or test or barometer. You'll need several different gauges, such as surveys, retreats, one-on-one discussions and coffees. It's done over time, with different constituencies, so the few outlyers can't set the norm.

Characteristics of a healthy organization, according to Heimer, parallel those of a healthy person, including:

- **A positive perception of leaders.** The general impression is one of trust and integrity, where one trusts that fairness will win out. Leaders' actions are supported by reason.
- **A positive feeling of motivation** on campus, demonstrated by friendliness, a sense of humor, and belief that students are central to the process. People model what they want and leaders model behavior they want to encourage. Heimer notes: "How would students react if they were treated as well as the staff of this hotel treats us as guests?" An opposite attitude is, "I don't care what happens if it doesn't happen on my watch."
- **A positive sense of communication.** Start by identifying your school or unit's mission, as an active listener inclusive of all, not just those on your campus. With a planning process that never stops, there's no huge, hardbound copy called "the plan."

Heimer focused on building the foundation, which she increased from $15,000 when she started to a $1 million endowment. More important than the money is the goodwill, she asserts, the concern demonstrated on campus to enhance instruction and be a part of that process.

Never-ending communication must always be a priority. To facilitate it, walk around and meet others on their own turf. Plan retreats based on each constituency, letting them set the agenda, and make sure your follow up shows you're taking what they said seriously.

- **A positive view of decision making.** Decision making isn't based on the need to get all the facts, but to create the best climate for decisions to be made. For example, Heimer recalls asking student government people to work with those doing the class scheduling. "The best schedule ever came out! I didn't do it, but I helped provide the climate to get it done."
- **A positive view of rewards.** Whether it's money, recognition, bonuses, conferences, or professional development, people must know you want to reward them when they do well.

If your organization's climate isn't up to snuff, Heimer offers some specific strategies to improve it:

- **Ensure the closest level of administrators buys into the mission and into you as leader.** And your board must believe in you and trust you. Ask yourself, "Do I want to stay by licking boots?" Heimer doesn't. "I'm known to be blunt and hardheaded," she notes. "No job is worth compromising your integrity."
- **Create your own platform to get the word out.** When local newspaper coverage turned ornery, she had an alternative. "We have our own TV station, so I put board meetings on live, so employees could see what really happened." It helped employee morale. Other mechanisms include newsletters, a foundation and a friendly member of the media.
- **Set up a system of faculty governance that fits your system,** and provides regular feedback to the president.
- **Recognize you won't win over everyone.** Don't waste time on the nay-sayers, because you can't change them.
- **Value people as individuals, and recognize people personally.** "Your commitment to higher education can go a long way toward making the organization healthy."

Once you've ascertained your organization's climate and state of health, notes Anne Mulder, you need to diagnose its mental health. "Many of us become presidents of very troubled campuses. So we have to decide who's crazy, us or them. We have to decide where the madness is occurring."

Good mental health occurs when you take charge of your own mental health, and the same goes for an organization. She cites Ernest Boyer in listing the characteristics of a good, mentally healthy organization:

• It's an educationally purposeful place. Everyone understands its purpose and why they are there. It is communicated to everyone, which requires a constant monitoring since an organization's purpose changes over the years.

• It's an open, inclusive community, characterized by a freedom of expression available to all without the fear of reprisal. Without this freedom, a kind of illness pervades the institution. One of Mulder's management assumptions is that faculty have permission to fail. Another is that all decisions should be made at the lowest possible level. For instance, custodial staff are included in the scheduling process: after all, they know how many electrical outlets are in a classroom, and how many chairs will fit comfortably. See Profile, *WIHE* January 1993.

• It's a just community, which respects the sacredness of each individual. Ask yourself, is this a place where I am treated fairly? Sometimes this is harder in non-union organizations because you are dependent on the capricious nature of individuals. At the same time, you cannot allow yourself to be abused. Mulder once told a prominent but difficult faculty member, "Never mind-fuck the president in her own office."

• It's a disciplined community. Individuals accept responsibility to the group and to the process. A process is in place, with policy and procedures, that allows the organization to operate.

• It's a caring community, where each member is sensitively supported in the institution. For example, when death occurs, it affects the whole campus. As the president of the faculty senate lay dying, she asked Mulder as president to do the service on campus.

• It's a celebrative community. Remembering its heritage, the community celebrates accomplishments together. "Most people want to do very well, and we need to give them the opportunity."

If these descriptions don't mesh with what you see on your campus, do a reality check. Before you rush to institute change, Mulder warns that you must make sure the place is right for you. "If you're on a dead horse, get off it." If you're working in a place that's not good for you, move on. But know what you're looking for; a change of the environment begins with a change in you.

When bringing about change, don't view it as "my way" or "your way," but look for "our way." Ask what's mutually acceptable to both you and the school.

What about the "bad apple?" asked a participant, someone who just wants to get in your way, no matter what? Marie Pepicello, president of Phoenix College AZ, suggests: "Professionally, politely and cordially ignore them," she advised.

-DJ

Effective Group Dialogue:

How often have you been part of a college or university work team that just couldn't seem to get it together? Or on a committee that couldn't agree on anything, focus on its agenda, or get to square one? Members just clam up, cross their arms and pretend they're on a beach somewhere.

Linda Loomis Teurfs and Glenna Gerard, founders of The Dialogue Group, have identified dialogue a key to unlock groups that get stuck.

"Shared governance on campus is creating a lot of conflict and tug or wars between administrators and faculty, who usually talk to each other only when they have to," Gerard said. "By learning to talk together, they can create a shared vision, discover what's meaningful for each group and set objectives to reach their vision."

As an outgrowth of their individual teaching and consulting, Teurfs and Gerard started The Dialogue Group about six years ago. Gerard has worked with many California colleges, including those in Fullerton, Pasadena, Rio Hondo and Santa Rosa.

As a musician, Teurfs appreciates "the on-going practice" inherent in dialogue and how it could fundamentally change long-held communication patterns, helping managers improve their skills.

Gerard likes dialogue's ability to both improve authenticity in group communication and build awareness of underlying, shared assumptions.

They define dialogue as, "A transformational group communication process, offering a new way of being and working together. Participation in it opens possibilities for changing the very cultures of our organizations and communities."

Successful dialogues require participants to:

• Suspend judgment. "Because our normal way of thinking divides, distinguishes and creates 'ultimate truths' from limited data, it's often difficult for us to stay open to new and alternative views of reality," they note. To create successful dialogue, group members must hold their own positions "lightly," which means not to act as if they have no judgments at all, but to suspend consciously their own thoughts as they listen to the view of others.

• Identify assumptions. When group members open up about their own previously unspoken assumptions — for instance, about their ideal leadership style or definition of success — the group is able to get beyond the limitations imposed by these perceptions.

• Listen effectively. The way we listen affects our ability to learn and the effectiveness of the teams we build. And it requires constant practice.

• Reflect on the inquiry process. Teurfs and Gerard encourage group members to reflect on what's taking place in the group, so that they can build a more cohesive, larger view of reality. Quoting Einstein, they say: "Our problems cannot be solved at the same level at which they were created."

Effective groups require more awareness and attention from participants. To create real dialogue, at each meeting members must re-commit to these guidelines, as tools rather than rules, to help the group grow and learn together:

- Listening and speaking without judgment
- Acknowledging each speaker
- Respecting individual differences
- Suspending role and status
- Avoiding cross-talk
- Releasing the need for specific outcomes
- Speaking when "moved"

It Doesn't Just Happen on Campus

Are Women More Attuned to Dialogue?

Getting into dialogue is probably easier for women than for men, Teurfs acknowledges. "It definitely brings feminine forms of communication into the organization," she says. "I personally look at dialogue as an attempt to balance the greatly out-of-balanced way that most of us communicate in organizations today, which is largely competitive through discussion-based communication."

In general, she adds, "More women have an intuitive feel for dialogue, although the critical thinking aspect appeals to men very much." Asking "What assumptions are behind one's thinking?" is a more cut-and-dried task than asking people to "listen for the collective meaning to unfold" or to use their intuition to see what meanings are trying to emerge in the group.

Does Dialogue Always Work?

Like any other management or group process initiatives, dialogue does not always work, often for the same reasons that sabotage other change or growth efforts. Based on their experiences with a variety of organizations, Teurfs and Gerard have learned a number of prerequisites for dialogue to be effective.

- ***Preparation is key.*** If group members haven't been prepped on the journey they're undertaking — and its ramifications for confrontation, directness and openness — they tend to want to bail out when the going gets tough, failing to understand how apparent chaos can eventually lead to growth.

This is especially true for a department leader. If an administrator isn't committed to the process, she can easily sabotage it. Part of preparation is that everyone realizes the road ahead will have rough spots and even washed-out bridges. It includes painting a vision of the destination to be reached in the minds of group members. Group meetings, individual interviews and surveys help lay the groundwork.

- ***Logistics are crucial.*** Ideally, the physical site is off-campus, in a comfortable room with chairs arranged in a circle or around tables. Enough time must be allotted for dialogue work, especially in the beginning, to help a team build and maintain its own growth.

- ***Follow up, consciously integrating the group dialogue learning into the day-to-day work of the group members.*** They call this the most important factor in creating successful dialogue.

"All athletes spend a large percentage of their time practicing," Teurfs points out. "And no one questions their setting aside time to practice. In our organizations, however, we rarely think to set aside the time to practice the skills critical to our success."

Dialogue serves as a practice field for group communications, interactions, and problem-solving. Members can try out roles, test arguments, and move forward together toward shared decision-making. They then take the behaviors they learn in dialogue sessions and begin to use them in other settings in the organization.

-DG

The Dialogue Group offers a monograph, *Reflections on Guidelines and Building Blocks for Dialogue,* two audio tape series on The Art and Practice of Dialogue and seminars and workshops. The Dialogue Group, 23010 Lake Forest Drive, #342, Laguna Hills, CA 92653; (714) 837-8771.

Dialogue and Process

Imagine you're part of a team of administrators, faculty, and students, working together on a new campus governance plan. The group has learned the techniques of dialogue and has developed a clear mission.

But now it's stuck on whether the plan should be based on a central, representative team or a conglomeration of decentralized, departmental teams. The question has become so charged that some team members refuse to speak to each other.

Although the team generally now works without an outside facilitator, it decides to invite the facilitator to meet with members on this issue.

The facilitator invites several members of the team to sit in the center of the room and explore the issue; other members sit outside the discussion circle listening.

You're in the center of the circle, arguing passionately for centralization, letting everyone really hear what you feel. In the course of the discussion, you later find yourself arguing just as passionately for decentralization. Your teammates find this behavior neither bizarre nor schizophrenic, as everyone explores together the polarities of the issue.

After a while, you move outside of the group to the periphery, and in time, the circle empties.

The facilitator leads the team in reflecting on what just happened. What did everyone hear? What has been learned? What needs more exploration? What next steps have been suggested?

You notice a shift in the climate of the team. The tenseness is gone. The members who had refused to talk to each other are now laughing and chatting together.

The outline of a plan emerges that combines a centralized, overall team with departmental sub-teams. You realize that without the dialogue guidelines and group process techniques, the plan might never have been developed — and certainly would not have incorporated the diversity of opinion and depth of thought that has emerged.

Reflections on Organizational Culture

Having been fired from three professional jobs between 1971 and 1991, I find most organizations to be somewhat crazy, and decidedly paranoiac. To them I was always the square peg in the round hole, needing its rough edges removed so I would fit in.

Needless to say, this issue's articles on how only humanity can save today's organizations and on organizational mental health would bring an "I told you so" from a less mature individual than me. (Apologies to cheaters who read this page first, then flip back to the issue.)

Reflecting on my career experiences with three organizational cultures, I wonder how many other women have faced the same humiliating scenes.

My first firing was devastating. In the midst of a divorce in 1971, I was fired as director of advertising at the University of Wisconsin's Management Institute. My job was to lure businessmen (and a few women) to attend its 350 annual seminars on management skills.

At age 28, I was the only woman working there who was not a secretary, and they just didn't know how to pigeonhole me. I had no support (Why would a woman need someone else to type her letters?) and no inkling of what the educational culture entailed at a large research school.

My downfall was actually attending a seminar. I thought my 13-page critique was helpful, but they thought it was disloyal. Not only was I a woman, but an outspoken one who just didn't know her place.

That the institute lost a $235,000 sex bias case by a women employee in 1994 came as no surprise.

My second firing was inevitable. I worked for a publisher of educational newsletters in higher education for four years, as marketing director and then publisher.

We created four new newsletters in higher education, which are still published today. A new general manager systematically fired all six managers; I was the fourth to go.

My third firing was a relief. Working in 1991 as a writer promoting publications for an international trade association, two levels below where I had been, I still didn't know my place.

I told them the association could save $45,000 a year by mailing its newsletters as periodicals instead of first class mail, and a legal publication was overpriced and should be aimed at a lay rather than an expert market.

On my birthday just three months after my hiring, I was fired: "Mary Dee, you just don't fit in the corporate culture here, and in some ways, that's a tribute to you." (Both suggestions were soon adopted.)

Having been fired from jobs in education, business and non-profit sectors, I decided no amount of shaping had worked, and I was still a square peg unfit for any corporate culture. I vowed then and there never to let someone who is less intelligent and less effective than me hold the power to fire me.

The only solution was to start my own organization. With the help of a Tandy computer having no hard drive, two months after being fired, I started *Women in Higher Education* from the sunroom of my home.

From an idea rejected earlier by the owner of that publishing firm, we have built this publication now reaching 12,000 readers across the USA, Canada, Australia and now Japan. Just as any organization has a culture, whether intentional or not it, so do we. Here are our unwritten rules:

Work rule: Do it when it needs to be done, as well and as efficiently as is practical.

Customer rule: Our job is to serve you, through useful articles, job ads and occasional phone calls. Often your questions become our future articles, as on page 15 here.

Time off rule: Play hard after you've work hard. (This summer's editorial inspiration will come while hiking in Colorado from July 28–August 6.)

Dress rule: No dresses. This doesn't bother Dave, the neighbor who comes in to stuff renewal notices once a month, or either Mary, as we wear shorts in Wisconsin's summer and pants in winter.

Drinking rule: The organizational refrigerator holds an assortment from milk to Molson's, to accommodate a wide variety of tastes and needs.

Growth rule: Since we have no employees, only independent contractors becoming ever more independent, it's unlikely downsizing will affect us.

From the two earlier articles, it's apparent that organizations are beginning to crumble under the weight of their own follies. The energy, creativity, loyalty and perspective of providing fair value that employees like me once offered (and were spurned for) soon may become valuable.

As our organizations become so desperate that they're willing to consider a new culture, perhaps more women on campus will have the chance to get the last laugh, as I have. The only question is: By then, will women still be offering to help them, or will the best have turned to doing their own thing?

Mary Dee

JOIN THE NETWORK, IMPROVE THE WORLD OF WOMEN IN HIGHER EDUCATION

☑ *Yes, I want a stronger voice on campus. Start my one-year subscription.*

☐ I've enclosed $66, saving $7 from the $73 introductory price (Canada $76 U.S. $).
☐ Bill me $73 (Canada $83 U.S. $). Signature ____
☐ Credit Card ___ VISA ___ MC
Number ____ Expires ___/___ Signature ____
Name ____ Title ____
School ____ Address ____
City ____ State/Prov. ____ ZIP/PC ____ Phone (___) ____

Send to: *Women in Higher Education*, 1934 Monroe St., Madison WI 53711
women@wihe.com (608) 251-3232 FAX (608) 284-0601 Fed ID# 39-1711896 August 1996
Printed on Recycled Paper with 100% Soy-based Ink.

WOMEN IN HIGHER EDUCATION

SEPTEMBER 1996
Volume 5, No. 9

Campuses Join in 'Righting the Standard' That Waivers

For those committed to goals like gender equity, affirmative action, workplace diversity, and equal access for all to higher education, the 1990s have become a difficult time. How can women keep the faith and stay focused on our shared goals?

That was the key question for 250 attending a national conference on education and community in Phoenix this summer on "Righting the Standard." It was hosted by the American Association for Women in Community Colleges, the National Institute for Leadership Development (NILD) and nine colleges.

Although speakers referred to community colleges, their message applies to most of higher education.

Relationships are the Key

"Higher education has a special responsibility to be a progressive and enlightened social force. We can't expect society to do what we can't do for ourselves," notes Carolyn Desjardins, NILD head.

In order to right the standard, "We need to change the paradigm: Celebrate diversity, commit to dialog, commit to common ground, and commit to the future in order to evolve," she continues.

Women understand that "Relationships are what it's all about. Diversity means all different types of relationships that are capable of changing, with conversations of respect across relationships, valuing each other in some way."

Because we are learning to work together, "Authority can no longer be equated with certainty." Our challenge is to stay committed, she says, quoting anthropologist Margaret Mead: "Never doubt that a small group of committed citizens can change the world."

Visualize the Standard

Recalling the image of U.S. soldiers raising the flag at Iwo Jima during World War II, Tessa Pollack, president of Glendale Community College, says "We have to pick up the standard and right it. We have to look to ourselves to do it."

She notes, "We've done a good job of looking at innovation from within. But when we look at problems outside the institution, like poverty and joblessness, we have to tweak things like political and economic systems that have deep roots and are difficult to change. The biggest challenge is to work with others outside our system."

Pollack urged leaders to "define ourselves in relationship to others" outside the college. Reach out to the surrounding communities, as well as to related political and economic organizations.

While the large universities tend to ignore their immediate geographical location, community colleges' success is tied to serving their local area. But now even prestigious Yale University, in a decaying neighborhood of New Haven CT, recognizes that its continued ability to attract students to campus requires a commitment to upgrading its neighborhood.

"America is changing in a profound way," notes Constance Carroll, president of San Diego Mesa College CA, and the first line of defense in this war is the community college. "We have been educating those who have been excluded from the American dream. We are more than a mirror. We are the empowering agent that allows them to move through America."

The traditional missions and efforts of the community colleges are "not what Washington and California want to do," she warns, referring to the California plans to end affirmative action and limit access to education for children of illegal immigrants.

Start from Within

One of the best ways to reinforce the school's mission is by hiring those who agree with leaders on the goals and mission, explains Evelyn Wong, president of West Los Angeles College CA. That means faculty as well as administrators.

For instance, some new faculty at her school "were told they would be teaching at the little Harvard of the West," Wong explains. But when they arrived on campus, they saw a student body that was 16% Latino, 16%

What You'll Find Inside...

How campuses help to "right the standard" 1
Affirmative action for first generation students 2
Newswatch: gendered politics at work 3
Why ethical decisions save legal problems 5
Upcoming conferences for women on campus ... 15
1996 update on campus women's athletics 16
Why black women persist in the academy 17
Gender issues subvert conservative students 19
Editor: Preparing for college 101 20
... PLUS 49 jobs seeking women candidates

Asian American, and 34% African American, many of whom were unprepared to do college level work.

"There's a mismatch between faculty expectations and the type of students they serve," she says. "Faculty think they're the experts, expecting to dispense information, not spend time with the students outside of class, because they don't live on campus or even in the neighboring community. They come into the inner city to teach people and leave."

Instead, colleges need "to provide the kind of environment to help students succeed and change attitudes about these students." She urged high expectations for the students. "Expect them to succeed, because you'll help them to succeed. Don't quit because they don't have the background you want."

Changing attitudes can be a difficult, she warns. "You need to take risks, be willing to be criticized and harassed and ridiculed if you believe in righting the standard. We're seeing more hate, anger, people feeling disenfranchised regardless of their ethnicity. You have to be very, very committed and very strong.

"Righting the standard also means speaking out when you see discrimination. It's easy to avoid conflict," she says. "But you have to speak out," being realistic and deciding what you can and cannot do. "You cannot take on too much."

Pollack agreed that "we can't be all things to all people." Sometimes, it's enough just to "try to bring all the diverse elements to the same table."

Networking Makes the Impossible Possible

Byron McClenney, president of the Community College of Denver, discovered "We really didn't know how to cooperate. We thought we should create a new entity to address community problems, with separate funding, leaders, and an annual dinner, instead of looking at who's already working on those issues."

Eventually the college set up a community support network with more than 250 partners, where the college "learned to deal at the grass-roots level." One meeting attracted "more than 50 people around the table to discuss what to do. Networking works."

Betty J. Overton, director of higher education programming at the W. K. Kellogg Foundation, favors networking and relationships. She advises:

- Recognize community colleges as part of a community.
- Forget the idea of intellectual aloofness.
- Learn more about your community, its issues and values.
- See the community as your campus.

Connection is key, according to Pollack. "I look at a neighborhood as an eco-system," she said. A neighborhood is connected with "a health care system, a job system," and other social institutions. "This whole idea of reaching out to people in parallel institutions is very, very important."

She quoted a half-remembered poem: "Leadership is about holding with your right hand the hand of someone who knows more than you, and holding with your left hand the hand of someone who knows less than you."

-DG

Support for 'First Generation Students' May Replace 'Affirmative Action' Tag

With affirmative action based on race becoming a popular target for politicians and lawyers, some schools are using a racially neutral alternative: giving a boost to prospective students whose parents didn't go to college.

Although officials are not embracing it as the only alternative to affirmative action, they see it as a way to advance increased diversity on campus.

The effect is similar: a more diverse student body based on class, style and thought, rather than on race. It still benefits a disproportionate number of blacks and Hispanics, observers say. Because women attending college is a relatively new trend, women would also benefit from it.

In addition, reaching out to first generation students boosts a new market for higher education, the exact opposite of traditional advantages to children of alumni.

Schools already considering the first generation student factor to diversify their student bodies include St. Mary's College of Maryland, Johns Hopkins University MD and the University of Georgia.

In the early 1980s, Edward T. Lewis was president of St. Mary's College. He emphasized the importance of attracting first generation students to assure that the liberal arts school didn't become a public version of the more elite private colleges. Early figures show the 320-member class of 2000 at St. Mary's includes almost 28% whose parents didn't graduate from college. Of those, 18% are black, which is almost half the new black students, keeping the college's black enrollment at 12%.

That's about the same percentage at the University of Maryland at College Park, considered one of the traditionally white research universities that is most successful at recruiting blacks.

Richard D. Kahlenberg, author of a book on affirmative action who works at a liberal Washington DC think tank, and conservative commentator Dinesh D'Souza agree that the approach may work. The *Baltimore Sun* reported the information on July 29, 1996.

WOMEN
IN HIGHER EDUCATION

Editor and Publisher: Mary Dee Wenniger
Copy Editor: Liz Farrington
Contributors: Melanie Conklin, Doris Green, Dianne Jenkins
Graphic Artist: Lisa H. Heaselden
Career Connections: Mary Zenke

Mission: *To enlighten, encourage, empower, and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.*

Women in Higher Education is published monthly twelve times a year by The Wenniger Company. Editorial offices and subscriptions: 1934 Monroe Street, Madison WI 53711-2027. Phone (608) 251-3232. Fax (608) 284-0601. Annual subscription rates: $79 US, $89 Canada (US funds), $99 elsewhere. Copyright 1996 by The Wenniger Company. All rights reserved. Photocopying is illegal and unethical. Write or call for discounted multiple subscription rates. Periodical class postage paid at Madison WI. **POSTMASTER:** Send changes to *Women In Higher Education*, 1934 Monroe Street, Madison WI 53711-2027.
ISSN: 1060-8303. *WIHE* Web Site: http://www.itis.com/wihe

Former Vet Profs Sue U of Minnesota For Lack of Women as Leaders

"The glass ceiling has turned to cement," says an attorney for Shirley Johnston and Patricia Olson, two former University of Minnesota veterinary professors who are suing the school for sex discrimination.

Johnston was a professor there in 1991, when she accepted a half-time post as associate dean for academic affairs, the first woman in leadership in the vet school in its 40-year history. Olson, also a professor, applied for another leadership post there. When a male with fewer publications and grant funding got the job, she filed a claim of sex bias with the campus equal opportunities office. Johnston, who was Olson's boss, was removed as associate dean, for allegedly encouraging Olson's complaint.

In 1994, women made up 70% of vet students but only 9% of the vet faculty. In June 1996, on all four Minnesota campuses, only nine women held positions of chancellor, senior VP or deans, compared to 42 men, notes *The Minnesota Daily* campus newspaper on July 24 and August 2, 1996. The vet school has only one female senior administrator.

$11 Million Gift to Bryn Mawr Honors 1945 Grad 'Not the Marrying Kind'

As another example of the indirect influence of women, Bryn Mawr college pocketed more than $11 million in honor of a 1945 grad it hardly knew.

Joan Coward, a 1945 Bryn Mawr grad who became a government economist, was a close friend of Harvey Wexler for 30 years. Both had jobs connected to the airline industry in Washington DC, and lived in the same apartment building. Although neither married, they were close friends. She told friends she wasn't the marrying kind, comparing herself to idol Katharine Hepburn, another Bryn Mawr grad who never married.

When Coward died in 1990, Wexler wanted to honor her with a memorial at Bryn Mawr. The more he talked to officials there, the larger his gift grew.

"Clearly he adored her," explained Donna L. Wiley, director of resources and secretary of the college, calling it one of the most romantic gifts she had ever seen.

At his death last month, Wexler's estate included a gift of more than $11 million to Bryn Mawr, the college's largest ever. It will endow chairs in economic history, political economy, and two more in economics, history, philosophy or political science, according to *The New York Times* on July 21, 1996.

Clemson U Football Produces Criminals Along with Wins and Big Bucks

Although 12 members of its football team have been either arrested or accused of crimes since February, Clemson SC President Deno Curris denies there's a problem.

"I think there's a perception by some that things are sort of out of control, but I don't think that's valid," reports *The Atlanta Journal/The Atlanta Constitution* on July 21, 1996.

Charges include rape, sexual assault, drug possession and charging long-distance phone calls to someone else. Coach Tommy West also denies there is a problem, saying, "There is not a lack of discipline in this football program. That, I'm 100% sure of."

Those defending the program are in denial, says Lois Duke, a member of the President's Commission on Women at Clemson. "When there's this amount of activity from one team, it would indicate that there's got to be something that we're not doing, or something we're doing that's wrong," she said.

President Curris announced new policies toward athletes including: character examination in the recruiting process, requiring players in summer school to live on-campus, providing instruction on personal values/substance abuse/dating relationships, and pairing players with an adult faculty representative as a "big brother."

Race has also become a factor. All the Clemson athletes arrested have been black, while the coaching staff is overwhelmingly white, similar to most Division I programs. Rev. Curtis Hill, a black pastor of a local church said, "These kids need to be talked to by somebody black, somebody who totally understands their background. And a lot of times, I'm not sure that coaches are interested in the spiritual side of these kids, as long as they can perform on the field."

Despite the problems, Clemson's athletic fundraising campaign recently netted $8.6 million.

New Florida State Student Conduct Code Covers Sexual Behavior on Campus

Schools that haven't updated their student conduct codes in 20 years could take a lesson from Florida State University, which recently revised its student code to reflect today's standards.

The 1996 code prohibits sexual misconduct including any "sexual act that occurs without the consent of the victim, or that occurs when the victim is unable to give consent," and harassment, which includes stalking, invasion of privacy and creating a hostile work environment.

"There is obviously a very different awareness in 1996 than there was in 1975 about the prevalence of sexual misconduct on campus," explained Jennifer Buchanan, associate dean of students. "These are cases that the university takes very definite action with," reports *The Atlanta Journal-Constitution* on July 24, 1996.

Businesswomen Sue Mount Holyoke For Gender Bias in College's Shops

Reluctantly, two female entrepreneurs are suing Mount Holyoke women's college for permitting the company managing its Village Commons to treat male businessmen better in lease terms and other considerations, and to give male tenants preference.

Arden Lowe, a Mount Holyoke graduate, and Davi-Lee Baker say they're particularly outraged because of the college's strong historical commitment to women.

"The business practices being followed are diametrically opposed to the ethos of Mount Holyoke," Lowe said. "I'm doing what I was taught to do at Mount Holyoke, to stand up for what's right and what I believe in. It's just ironic, and sad, that I am doing it against my alma mater."

The pair detailed cases where women had to pay for renovations that men got for free, and women who fell behind in rent were evicted while men had their rent graced or forgiven or moved into cheaper quarters. A woman seeking an apartment was refused for having a dog, while a male with a dog was accepted.

The management company calls the women "disgruntled tenants" with "frivolous" complaints.

The women, whose suit was joined by five others until they dropped out fearing retaliation, agree. "We have a right to be disgruntled. They are operating this place with a double standard. Women are not being treated equally."

A male tenant agrees. "This is a women's college putting women out of business," said Darcy O'Brien, who runs an ad agency in the complex. "They should be doing everything they can to help women. I assumed the college did business with a heart. That's been the biggest disappointment. There is no soul to this place."

An assistant to Mount Holyoke President Joanne Creighton said she wouldn't comment because the board overseeing the retail complex is separate from the college itself, according to *The Boston Sunday Globe* on July 21, 1996.

Dartmouth Uses E-Mail to Mentor Women Students in the Sciences

Finding few on-campus women to mentor women students in traditionally male fields like science and engineering, Dartmouth's Women in Science project started an e-mail mentoring project in fall of 1995 linking 35 women to women working in science.

The project was so successful that it will go national in 1997, with plans to include more than 5,000 women at 100 colleges within five years.

Women mentors offer a different voice, combining both academic and personal concerns. While the organizers suggested at least two contacts a month, most students averaged 11 contacts a month, covering everything from despair before exams to personal lives to job-hunting.

Dartmouth tried e-mail mentoring because of its relative isolation in rural New Hampshire, off the beaten path. Travel cutbacks make face-to-face meetings difficult, and students usually have different schedules than people in business. Students usually send e-mail after 10 P.M.; mentors are likely to respond first thing in the morning.

Sensitivity to race improves mentoring pairs. When a black student was offered internships in small towns, she and her black mentor discussed the isolation she might face there.

"The project has given most students more skills and confidence in getting jobs this summer, and helped them feel good about choosing a major in the sciences," concluded Mary Pavone, who runs Dartmouth's Women in Science Program, reports *The Boston Globe* on July 15, 1996.

Big Sky Conference Equalizes Referee Pay For Women's and Men's Basketball

Intent on sending the message that women's and men's basketball games are equally important, presidents of member schools in the NCAA's Big Sky Conference decided to pay all referees $400 a game.

The $150 pay hike for those doing women's games came one year after the conference agreed to use three refs for women's games, the same as for men's games. It's the first NCAA conference to equalize pay, notes *The NCAA News* on July 21, 1996.

Potty Parity Hits New Football Stadium

Based on research showing women need twice as long to use the restroom as men, Middle Tennessee State University's new $23 million football stadium will comply with a 1994 state law requiring twice as many toilets for women as men.

While women will get more wash basins than men, the ratio will be "nowhere near the 2-to-1 ratio," said state architect Mike Fitts in the *Chattanooga Free Press* on July 12, 1996.

STAYING TUNED...

The Citadel Adjusts for Women Cadets

Two days after the Supreme Court ruled that the all-male policy at Virginia Military Institute was unconstitutional, The Citadel began making plans to admit women cadets. Three are expected to enroll.

In a compromise with federal officials, The Citadel's 21-page plan includes installing locks on the doors and curtains on the windows for privacy, which former cadet Shannon Faulkner's lawyers wanted, hair distinctive but not shaved, no lipstick or nail polish while in uniform, and allowing pregnant cadets to return after giving birth.

Having told both sides to settle their petty differences outside his courtroom, U.S. District Judge C. Weston Houck said, "I think you made a tremendous effort... and I commend you, even though you had to be ordered to do it," reports the *Wisconsin State Journal* on August 13, 1996.

VMI leaders are still considering other options as a tactic to delay admitting women for this year.

U.S. Judge Dismisses Rape Suit at VA So Ex-Student Turns to State Courts

The same federal judge who ruled that it is fine for VMI to remain all-male, a decision that the Supreme Court just reversed, said Congress overstepped its authority by granting rape victims the right to sue their attackers.

The occasion is a suit by ex-Virginia Tech student Christy Brzonkala against two football players, which U.S. Fourth District Court Judge Jackson Kiser dismissed. He said the 1994 Violence Against Women Act allowing women to sue their attackers is unconstitutional. This is the first suit filed under it.

Undaunted, Attorney Eileen Wagner plans to appeal Kiser's ruling and to proceed with lawsuits in state courts. "I liken it to a cluster bomb," she said. "It is opening up in several different courts."

Judge Kiser wrote that while violence against women is "pervasive and troublesome," he believes "...Congress is not invested with the authority to cure all of the ills of mankind," reports *The Huntsville Times* (VA) on July 30, 1996.

Ethical Decisions Can Prevent Legal Problems on Campus

If you're wondering whether to set policies and procedures to meet current legal requirements, or whether to do what you know is right and ethical and fair, it's better to let your values be the judge.

"If you are simply in compliance with the law, you're courting disaster," says Marianne M. Jennings, professor of legal and ethical studies and director of the Center for Applied Ethics in the College of Business at Arizona State University.

Speaking at a conference on "Righting the Standard" in Phoenix in June, Jennings points out that ethics and legal issues are intertwined. "You can't possibly know all the laws," she says. "But, you won't make legally incorrect choices if you make ethically correct ones."

Lawsuits are less likely to happen when administrators are nice to people.

Using the illustration of a pilot who habitually skims the treetops, she predicts that eventually cutting it too close will lead to a crash and burn. "It's safer to operate up here," she demonstrates with a hand held a level higher.

Legal Issues Explode

Observing that education recently has become a "litigation hotbed," Jennings notes that when she began at ASU 19 years ago, its general counsel worked alone. Now the general counsel has six assistants.

A 1995 educator's legal liability survey by Watson Wyatt Worldwide says lawsuits claiming job bias, wrongful termination and other job issues in higher education more than doubled between 1992 and 1995. Many recent legal issues in education have gone all the way to the U.S. Supreme Court.

Do The Right Thing

Preventing today's ethical dilemmas from becoming legal issues is a key to success. "Those that have the most lawsuits against them are the ones emphasizing just compliance," she notes. Without having the big picture of management and ethics being intertwined, they are just grazing the treetops.

Reputation, good or bad, lasts a long time, she says, noting the University of Michigan's history department was ranked first in the country... even six years after the program ended!

Stanford University's dispute over the use of grant funds for yachts and cedar-lined closets resulted in no U.S. government action against the school, but caused the public to distrust Stanford.

A Stanford spokesperson admitted, "I have come to recognize what we did was legal, but it was not right." Five years later, donations to Stanford are still lagging, as alumni wonder, "If they're doing that with *federal* money, what are they doing with *my* money?"

Emphasizing that those who graze the treetops may look good in "Kodak moments" now, Jennings cautions against taking temporary shortcuts. "You're a marathoner, in for the long run, not a sprinter. When you make a choice that is ethically questionable, the laws of probability do not apply."

Leaders See Around Corners

Predicting future legal issues in higher education is based on "an ability to see around the corners," she says. Take any issue that is now a problem on your campus, and fix it now, before it becomes a legal issue. Otherwise, what is not fixed voluntarily becomes mandatory, and the price is likely to be much higher.

For example, ignoring abuses of copyright laws and ethical responsibilities to serve people with disabilities recently resulted in what many consider to be heavy-handed government intervention: the Kinko's case limiting copying, and the Americans with Disability's Act requiring access if there is major remodeling on campuses.

Upcoming issues she predicts will result in major legal actions affecting campuses include freedom of speech codes, due process in tenure reviews and student grade appeals, and unionization.

How to Recognize Ethical Dilemmas

Tip-offs to sliding down the slippery slope are:

- *"Everybody does it" or "They do it this way at Stanford"* is just a cop-out for refusing to really examine the issue.
- *"If we don't do it, somebody else will."* If there is competition for a project and you're asked to do it without the staff or facilities you know you'll need, take the high road and pass on it. You'll avoid the inevitable hassle down the road.
- *"That's the way it has always been done."* The internal auditor should question who is being protected by this response.
- *"We'll wait until the lawyers tell us it's wrong."* As a lawyer, Jennings says, "It's way too late then. Lawyers operate based on codified law, but they don't put value judgments on it."

Citing research that shows pregnant women face risk of fetal harm by spending too much time at computer terminals, she suggests managers take some precautions now, by limiting time at terminals and giving more breaks. "Even if the research is wrong, what does it cost us, compared to the greater costs in the long run?"

- *"It really doesn't hurt anyone."* When spending someone else's money, the temptation is to let it ride, she says, without examining the larger issues. Ask yourself whether what you're doing is harming someone, even someone who is unlikely to complain or is powerless to respond.
- *"The system is unfair."* If you think that you can fix an unfair system by dishonesty, you're wrong, she says. Better to work to change the system, she suggests.
- *"I was just following orders."* The Oliver North defense has proven not to be legally defensible in court, she says, noting that "Sometimes it is morally wrong to follow orders."

Categories of ethical dilemmas

Jennings listed 12 types of transgressions:

- **Taking things that don't belong to you. Most em-**

bezzlement starts with a pattern of petty larceny including personal copying, postage and office supplies. Even the perception that you're stealing is damaging. "When you're in the fishbowl of education, people watch us closely," she reminds, noting that people rationalize their actions, like faculty taking departmental laptop computers with them to Europe.

- **Saying things that are not true,** which she calls "a lovely way of saying *lying*." A study of administrators who had survived downsizing – interviews with their bosses and staffs, as well as those who did not survive and their former bosses and staffs – revealed that honesty was the key ingredient. By building trust and credibility, even through brutal honesty, they were able to survive.
- **Giving false impressions.** "Honesty and absolute disclosure" are the best solutions, she says. Misrepresentations include: classes not being offered every semester, schedules not followed, faculty not teaching classes as listed, average time to get a degree being misrepresented. Terminating an existing program makes schools liable for satisfying students in the program, she reminds.
- **Engaging in conflicts of interest.** Obvious cases of influence peddling may be rare, but even the impression of guilt is equally important as the public always assumes there's a hidden *quid pro quo*.
- **Hiding or divulging information.** Most people on campus are unaware that every e-mail document ever sent is available on the school's computer backup system. "People put things on e-mail that they would never say face-to-face or put in a memo," she explains, and there is no right of privacy in e-mail. Although retrieved e-mail evidence has been very damaging to administrators in two recent $500,000 cases, most faculty and students don't realize their e-mail is easily available.
- **Taking unfair advantage.** When you know the rules and others don't, there is an opportunity to be unethical. For example, cheating policies should be consistent and consistently enforced. One way is by putting the policy in each class syllabus.
- **Committing personal decadence.** In the campus workplace, people often have the need and opportunity to do bad things. Sometimes they do.
- **Perpetuating interpersonal abuse.** There is a very fine line between sexual harassment and consensual sex, which can turn very quickly when a faculty member dates a student. Although it may not be illegal, there's always the question of impropriety. She cites a faculty member who married his grad student, resulting in a tarnished reputation for both even many years later.
- **Permitting organizational abuse.** Regular evaluations can help employees improve their performance. But numerical ranking can be devastating, as she notes in an example where a faculty member committed suicide in his office, leaving on his desk a ranking in which he was dead last.
- **Violating the rules.** It's tempting to bend the internal rules to get power, but following your own rules lets you sleep at night.
- **Condoning unethical actions.** When a whistleblower finally gets attention, others will have known of the infraction but remained silent. "If you don't allow people to come forth, you're inviting a culture that allows unethical behavior," she notes.
- **Balancing unethical dilemmas.** She cites campus women's frequent problems of balancing family and work as an example of an unethical dilemma if encouraged by an unhealthy climate.

How to Resolve Ethical Dilemmas

Jennings cites research showing far more misconduct in firms that did not have a code of ethics, or did not train people in how to apply the code, including examples. Using a school car to make a drive-thru bank deposit seems minor, but it's a public, visible example of a petty transgression.

Once identified, ethical dilemmas can be resolved by answering these questions:

- How would *you* want to be treated (or how do you think *others* would want to be treated)?
- The one-minute-manager solution of asking: Is it legal? Is it balanced (would the other side be OK with it?) How does it make you feel?
- How would you explain the situation to family, friends or even to your mother?
- How would a typical *National Inquirer* sensational headline describe it in the worst light?

Atmosphere of Ethics

To assure an ethical environment, leaders need to communicate clearly and effectively, especially with faculty members who read and hear what they want to. Giving notice in a timely and consistent manner is important, as is being kind and gracious.

In addition, it's important to admit and correct mistakes, instead of stonewalling or blaming others.

Lawsuits are less likely to happen when administrators are nice to people, Jennings says. For example, because ASU administrators went out of their way to accommodate her needs to teach nights early in her career, and days when she had young children home from school, "There's no way I would bring a legal suit," she says.

> Part of the trouble is that I've never properly understood that some disasters accumulate, that they don't all land like a child out of an apple tree.
>
> —Janet Burroway

Reach more than 12,000 readers here each month for as little as $230, and millions more on our World Wide Web site, **http://www.itis.com/wihe**

Ⓦ indicates the full text of this announcement is available on the Web site. Call Mary Zenke (608) 251-3232 for details. The October issue closes September 19, 1996.

Indiana University South Bend
CHANCELLOR

IUSB

- seeks a Chancellor who serves as chief executive officer of the campus and reports to the President of Indiana University. The position requires scholarship warranting the rank of full professor, experience of increasing administrative responsibility, and a desire to work collegially with IUSB's constituents on and off campus and within the Indiana University system.

IUSB

- offers over 100 academic programs, including 11 master's degrees. More than 230 full-time faculty, 200 part-time faculty and 7,500 undergraduate and graduate students, compose a diverse academic community. For additional information about the campus, visit our web site at http://www.iusb.edu.

IUSB

- will begin reviewing applications and pursuing nominations immediately, with initial screening in early Fall, preliminary interviews before the end of November, and final selection by early 1997. Applications will be considered until the position is filled. Applications should include a resume and letter discussing qualifications and abilities relevant to the position. Send nominations and applications to:

Nanci Genich Yokom
Co-Chair, Chancellor Search Committee
Indiana University South Bend
1700 Mishawaka Avenue
South Bend, IN 46634-7111

Indiana University is an equal opportunity affirmative action employer.

PRESIDENT
University Of Missouri System

President George A. Russell, who has served the University with dedication for 19 years, has announced his retirement. The Board of Curators is announcing a national search to find an exemplary successor.

The University of Missouri System encompasses four outstanding institutions: University of Missouri - Columbia; University of Missouri - Kansas City; University of Missouri - Rolla; the University of Missouri - St. Louis; and, the University Outreach and Extension Services. These universities enroll nearly 55,000 students, employ approximately 8,500 faculty, and have a combined budget of $1.5 billion.

While nominations and applications will be accepted until the position is filled, interested individuals are encouraged to submit resumes and support materials prior to October 15 to assure optimal consideration.

Please reply in confidence to:

R. William (Bill) Funk
Managing Director - Education Practice
Korn/Ferry International
3232 Lincoln Plaza
Dallas, Texas 75201
Attention: UMO

Ⓦ

The University of Missouri System is an equal opportunity, affirmative action employer.

WESTFIELD STATE COLLEGE
PRESIDENT

The Board of Trustees of Westfield State College invites applications and nominations for the position of president. The president is the chief executive officer of the College and reports directly to the Board of Trustees.

Established in 1839, Westfield State College is the first public, coeducational, teacher preparation institution in the nation. The College has evolved into a highly respected and appropriately selective institution offering baccalaureates in 22 majors and other programs in the classic liberal arts and contemporary professional disciplines.

One of the nine Massachusetts state colleges, Westfield has 170 full-time faculty members and an operating budget approaching $38 million. Nearly two-thirds of the 3,000 full-time undergraduates reside on campus. An additional 2,100 students attend part-time through the Division of Graduate and Continuing Education. This division offers baccalaureate degrees, masters' degrees and certificates of advanced graduate study in selected areas. Also offered are non-credit, certificate and educators' professional development programs.

Westfield, Massachusetts, is located in the Connecticut River Valley at the foothills of the beautiful Berkshire Mountains. These surroundings offer four seasons of tranquil living while providing close proximity to other colleges and universities which work to serve and enrich faculty, students and staff.

The College seeks an individual with high academic and personal standards, who possesses integrity and is energetic and persistent in the pursuit of excellence. The principle professional qualifications sought are:

REQUIRED QUALIFICATIONS:

- An earned doctorate (including, but not limited to, a Ph.D., J.D., or Ed.D.) or other academic credentials sufficient to warrant consideration for appointment to a senior management position at a state college.
- Substantial experience in a senior management position including experience in fiscal management in higher education or relevant experience in a field outside higher education.

PREFERRED QUALIFICATIONS:

- Commitment to the mission/role of public colleges and the undergraduate experience.
- Appreciation of a student-oriented campus where student development is the primary focus.
- Ability to function as an advocate for the state college system and public higher education.
- Expertise in structuring and implementing plans.
- Leadership qualities, including effective communication skills, and willingness to maintain a strong relationship between the College and the greater Westfield community.
- Working knowledge of collective bargaining.
- Familiarity with the advancement field with special emphasis on fund raising and development activities in maximizing the College's potential.

The compensation package is competitive. The cut-off date for receipt of applications is October 1, 1996. The desired starting date is July 1, 1997.

Nominations are encouraged and must include the current title, address and telephone number of the nominee as well as the name and address of the nominator. Interested individuals will provide a letter of application describing how they meet the required educational and experiential qualifications, a complete and current resume, and the names, addresses and phone numbers of five references who would be willing to provide a written recommendation upon request. Applications and nominations should be submitted to:

Mr. Donald Carignan, Chair
Presidential Search Committee
Westfield State College
577 Western Avenue
Westfield, MA 01086-1630

Women, minorities and persons with disabilities are encouraged to apply.
Westfield State College is an Affirmative Action/Equal Opportunity Employer.

BEST COPY AVAILABLE

UNIVERSITY OF
Massachusetts
A M H E R S T

Vice Provost For University Outreach

The University of Massachusetts Amherst is a public Land Grant institution with 18,000 undergraduate and 6,000 graduate students. It is the flagship of a five-campus system and is the largest public university in New England. Nine schools and colleges offer approximately 100 undergraduate, 72 master's and 52 doctoral programs. Together with Amherst, Hampshire, Mount Holyoke and Smith Colleges, the University shares learning resources and cultural opportunities through Five Colleges, Inc.

The Vice Provost for University Outreach is a new senior-level position emanating from a strategic planning initiate that revitalizes the Land Grant commitment to outreach on the part of the University to external constituencies and to access for individuals and groups to campus expertise and resources. The Vice Provost will provide leadership for a broad array of future partnerships. Outreach programs draw on the expertise of University faculty and staff to develop and foster partnerships with communities, schools, businesses, non-profit corporations and state and local government.

Responsibilities

- Lead a comprehensive program of outreach and access
- Foster innovative and collaborative outreach activities
- Link colleges and department with external constituencies
- Provost centralized access to campus outreach opportunities
- Provide leadership for a major budgetary unit of established campus-wide outreach programs including the Division of Continuing Education, University Without Walls, WFCR National Public Radio and UMass Extension
- Work with Deans and others in coordinating additional outreach activities such as international initiatives, service learning and K-12 outreach

Qualifications:

- Executive level leadership experience in an institution of higher education
- Outstanding communication and interpersonal skills
- Record of collaborative and productive relationships with diverse constituencies
- Demonstrated experience in creating and implementing innovative outreach programs
- Experience with state-of-the-art communication technology
- An earned doctorate with a record of academic and professional accomplishments

The search committee will begin screening applications **October 1, 1996**. Applications should include a current resume, a one-page statement of the candidate's background and perception of the role and responsibilities of the position, and the names and addresses of at least three individuals who may be contacted for references. The University is committed to affirmative action and equal opportunity and encourages applications from female and minority candidates. Nominations and applications should be submitted to:

Dean Stephen Gehlbach, Co-Chair
Vice Provost Search Committee
c/o Office of the Provost
362 Whitmore Administrative Building
University of Massachusetts
Amherst, MA 01003

VICE CHANCELLOR FOR ACADEMIC AFFAIRS
UNIVERSITY OF MAINE SYSTEM

The University of Maine System, a comprehensive system of public higher education, with an enrollment of 31,100 and a total operating budget of $349 million, invites applications and nominations for the position of Vice Chancellor for Academic Affairs. The position reports to the Chancellor and is a member of the senior leadership team.

The University of Maine System is made up of seven universities and ten centers stretching from Sanford in the south to Fort Kent at Maine's northernmost border with Canada. The diversity of the System makes it unique: a land/sea grant research university at Orono; an urban comprehensive university with campuses in Portland, Gorham, and Lewiston-Auburn; a selective liberal arts university in Farmington; three regional baccalaureate universities in Fort Kent, Machias, and Presque Isle; and the university campus in Augusta providing selected baccalaureate programs and serving as the community college of the System. The University System also uses an innovative communications technology network, The Education Network of Maine, to provide services, courses, and programs to more than 3,000 students.

The Vice Chancellor for Academic Affairs provides leadership, direction, and coordination of system wide activities in academic affairs and student service programs and works directly with the academic and student affairs officers throughout the System in carrying out essential responsibilities. The Vice Chancellor for Academic Affairs assumes a lead role in promoting teaching, research, creative work, and public service in the System; coordinates initiatives in areas such as technology, K-12 partnerships, distance education; and represents the System in academic affairs to external constituents.

Applicants must hold an earned doctorate, significant teaching and scholarly qualifications commensurate with appointment as a senior academic officer, evidence of strong organizational leadership and successful experience in academic administration, and experience with faculty personnel matters. The position requires a commitment to student access and excellence, and the ability to work and communicate with a diverse set of constituents.

Salary will be determined on the basis of qualifications and experience; formal review of applications will begin mid-September 1996, with an anticipated appointment date of January 1997.

Please send an application letter, vita, and the names of five references to:

Chair, VCAA Selection Committee
Office of the Chancellor
University of Maine System
107 Maine Avenue
Bangor, Maine 04401

The University of Maine System is an Equal Opportunity/Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request.

VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST
— • UNIVERSITY OF SOUTH CAROLINA • —

The University of South Carolina invites applications and nominations for the position of Vice President for Academic Affairs and Provost. Founded in 1801, the University is the nation's oldest continuously supported state university. Today, the University is a dynamic eight-campus, publicly assisted system with a total enrollment of over 36,000 students, including 26,000 on the Columbia campus, of whom more than a third are graduate students. Firmly based in the liberal arts and sciences, the University consists of 18 colleges (including medicine and law) at Columbia, five regional campuses, and two four-year campuses.

The Vice President for Academic Affairs and Provost is the chief academic officer and second-ranking officer of the University, acting for the President in his absence. The successful candidate will be able to:

- Lead the formulation of academic policy and the coordination of teaching, research, and public service programs.
- Supervise the allocation of resources in all academic and academic support areas.
- Formulate and implement policy with respect to faculty employment, promotion, tenure, and development.
- Represent the University before external bodies, such as the South Carolina Commission on Higher Education, the Budget and Control Board, and other legislative committees.

The University seeks a candidate who has:

- Academic credentials in teaching and scholarship suitable for the rank of Professor at a major university.
- Significant accomplishments in academic administration, including sensitivity to issues of gender and ethnic diversity; and
- Vision and ability to lead the University of South Carolina's continuing development as a major multi-campus public university.

Applicants should submit a letter of intent that contains a brief statement of educational philosophy and a curriculum vitae that includes administrative, teaching, and research experience and references. Candidates should be aware that the University may contact any references given, and that all applications, nominations, and accompanying materials may be treated as matters of public record.

The University will begin reviewing applications and nominations on October 1, 1996. Applications and nominations will be accepted until a candidate has been selected. Applications, nominations, and inquiries should be addressed to:

Dr. Matthew J. Bruccoli, Chairman
Vice President for Academic Affairs and Provost Search Committee
Office of the Provost
University of South Carolina
Columbia, SC 29208
(802) 777-8193 (803) 777-9502 FAX

The University of South Carolina is an Affirmative Action Equal Employment Opportunity institution and employer. Women an minorities are encouraged to apply. More information about USC is available via Internet at web site: http://www.csd.scarolina.edu/index.html

DE ANZA COLLEGE

VICE PRESIDENT,
FINANCE & COLLEGE SERVICES

De Anza College, located in Silicon Valley in the San Francisco Bay Area was founded in 1967 and has enjoyed 28 years of academic excellence. Outstanding academic, athletic and cultural facilities are located on a beautifully landscaped 112-acre campus which includes the college's newest buildings, a 66,000 square-foot Advanced Technology Center, an expanded Campus Center, and a three-story parking structure. The college has an annual general fund of $40 million and employees 272 full-time faculty, 580 part-time instructors, 270 classified staff, and 34 managers. De Anza has a richly diverse enrollment of more than 23,000 students per quarter specializing in workforce training for people of all ages and levels of work experience. More than half of the students are enrolled in 35 career and technical programs, and the college has guaranteed admissions and transfer agreements with 15 four-year colleges and universities in nearly 100 fields of study. De Anza has continuously ranked among the top community colleges in the state and has promoted a collaborative environment which encourages interdisciplinary approaches to learning. The highest priority for De Anza is to meet the educational needs of diverse students and to enhance and contribute to student life and development in ways that are meaningful and sensitive to all students.

The Vice President will provide strong leadership and vision in the planning, direction, administration and evaluation of all budget and fiscal services, human resources, and facilities. The successful candidate will possess a Master's in Business Administration or related field and one year administrative experience.

Applications may be obtained from

Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, California 94022
(415) 949-6217 or
E-Mail: CMS6438@mercury.fhda.edu

A resume or vita may not be substituted for a completed application. Job #97015. First application review September 27, 1996.

AA/EOE

THE UNIVERSITY OF CENTRAL FLORIDA

DEAN OF COLLEGE OF BUSINESS ADMINISTRATION

The University of Central Florida (UCF) invites applications and nominations for the position of Dean of the College of Business Administration. UCF is a comprehensive metropolitan university that currently enrolls over 27,000 students on its three campuses and is among the fastest growing universities in the country. The main campus is located in suburban Orlando, FL, which is one of the nation's most dynamic metropolitan areas.

Enrolling 4,200 undergraduate and 750 graduate students, the UCF College of Business Administration is the 15th largest AACSB accredited business college in the nation. The College has 100 full-time and 20 part-time faculty housed in 6 academic units—the School of Accounting and the Departments of Economics, Finance, Hospitality Management, Marketing, and Management. The College offers the MBA as well as master's degrees in Applied Economics, Accounting, and Taxation, and the Ph.D. in Business Administration. The College is committed to executive education through its Executive MBA program. For further information see http://www.bus.ucf.edu.

As the principal academic and administrative officer of the College, the Dean provides the vision and leadership required to fulfill the mission of the College and to achieve its goals in teaching, research, and service. The Dean reports to the Provost and is responsible for the administration, planning and development, relationships with other parts of the University, the business community and College alumni. In addition, the Dean guides the College's efforts in academic program and curriculum development, faculty and staff development, and external fund raising.

A candidate for the position must have: (1) an earned doctorate or terminal degree in a business or closely related discipline; (2) a record of professional or scholarly activity that meets the standards for a tenured appointment at the rank of Professor in one of the College's academic units; and (3) significant academic administrative leadership experience at the level of department chair or higher; or (4) in lieu of the 3 requirements listed above, a candidate with significant, executive experience in industry and/or government whose record strongly indicates an ability to provide leadership in an academic environment will be considered.

Preference will be given to candidates who meet these qualifications and who also demonstrate: (1) excellent communications and interpersonal skills; (2) strong planning and decision-making capabilities; (3) experience in partnering with external constituencies; (4) ability in external fund raising; (5) an ability to motivate College of Business stakeholders toward continued excellence; and (6) experience in the process and requirements for AACSB accreditation.

Applications should include a curriculum vitae, a narrative statement that addresses the minimum and preferred qualifications stated above, and the names, addresses, and telephone numbers of four references. Screening will begin Monday, October 14, 1996; applications will be accepted until the position is filled, with an anticipated starting date of the Fall of 1997. All materials should be sent to:

Dr. M.J. Soileau
Chair, College of Business Dean's Search Committee
CREOL, University of Central Florida
P.O. Box 162700
Orlando, FL 32816-2700
E-mail: search@creol.ucf.edu

UCF is an Equal Opportunity, Affirmative Action employer. Women and minorities are encouraged to apply. As an agency of the State of Florida, UCF makes all application materials and selection procedures available for public review.

BEST COPY AVAILABLE

OCEAN COUNTY COLLEGE

VICE PRESIDENT
Academic Affairs

Ocean County College, a public, two-year community college with an enrollment of 8,100, located in the heart of the beautiful Jersey shore equidistant from New York, Philadelphia, and Atlantic City, seeks applicants for the chief academic officer responsible directly to the President for the planning, development, administration, supervision, and evaluation of the total college instructional program.

The Vice President will provide leadership and supervision for all instructional programs and serve as chief advisor to the President in the formulation of policies affecting the instructional programs. An earned doctorate in an academic discipline from an accredited institution of higher education and a combination of eight years of teaching and academic administration experience, with a minimum of three years in a two-year college, are required. 12-month position, attendance at many evening and/or weekend meetings is a normal expectation for this position. Starting date as soon as possible or by Spring Semester (1/22/97). Compensation negotiable, outstanding benefits package.

Send application/resumé, official transcripts, and three professional letters of reference to:

OCEAN COUNTY COLLEGE
Personnel Department
P.O. Box 2001
Toms River, New Jersey 08754-2001
by 9/20/96
Fax (908) 255-0444

AA/EOE

UNIVERSITY OF CALIFORNIA, BERKELEY

ASSISTANT VICE CHANCELLOR
BUSINESS AND ADMINISTRATIVE SERVICES

UC Berkeley seeks administrator with proven management ability to oversee Accounting Services, Business Services, Materiel Management, Mail Services, and UC Printing—a combined operating budget of $46 million and 470 FTE. As a key member of the Vice Chancellor's management team, collaborates in setting divisional goals and strategic direction, takes strong leadership role in administrative transformation efforts, and undertakes variety of special projects including liaison with Associated Students.

QUALIFICATIONS:

Demonstrated successful management experience including strategic planning, fiscal management and coordination of large projects involving technological or organizational change.

Letter of application and resume by September 20, 1996 to:

Ms. Betty Briggs-Marshall, Job #08-900-90
University of California, Berkeley
207 University Hall #3540
Berkeley, CA 94720-3540
Fax: (510) 643-6657

See web site http://fbs.berkeley.edu/ for more detail.

Applications may be sent as a Word file to avc-recruit@uclink.berkeley.edu if followed by hard copy to address above.

AA/EEO employer. All qualified applicants encouraged to apply.

Michigan State University
Dean, College of Osteopathic Medicine

Michigan State University invites applications and nominations for the position of Dean of the College of Osteopathic Medicine. MSU is a research-intensive, land grand University of international scope, and is a member of the Association of American Universities, has a student enrollment of approximately 40,000 and is located in an urban-rural setting adjacent to Lansing, the State capital. The University has 14 colleges plus two academic administrative programs in international studies and urban affairs led by deans.

The College of Osteopathic Medicine, established by charter in 1964 as the private Michigan College of Osteopathic Medicine, became a component college of Michigan State University by action of the State Legislature in 1969. The College provides a professional program leading to the Doctor of Osteopathy (D.O.) degree, a biomechanics program leading to the Master of Science degree, and interdepartmental doctoral programs in Neuroscience, Genetics, Cell and Molecular Biology, and Toxicology. The College offers Master's and Doctor of Philosophy degree programs in its shared basic science departments. In addition, the College has a Dual Degree Medical Scientist Training Program for students who wish to pursue a D.O. and Ph.D. degree simultaneously. The shared basic science departments of the College are Anatomy, Biochemistry, Microbiology, Pathology, Pharmacology and Toxicology, and Physiology. The clinical departments are Osteopathic Manipulative Medicine, Family and Community Medicine, Internal Medicine, Osteopathic Medicine, Pediatrics, Physical Medicine and Rehabilitation, Psychiatry, and Radiology. There is a statewide campus system that will enhance the graduate medical education and training responsibilities of the college. The College also has a strong Institute of International Health to facilitate faculty and student exchange. The Dean is the chief academic officer of the College and reports directly to the Provost.

QUALIFICATIONS

Consistent with MSU's Guiding Principles, the College of Osteopathic Medicine seeks a Dean who will provide access to the highest quality education, training, and career development for the student body, staff, and faculty. The Dean shall be skilled in problem solving, innovation, and thoughtful persuasion to lead the College forward, being mindful always that people matter. The Dean will create an environment of active learning, and promote an atmosphere where knowledge and scholarship are valued. The successful candidate will be committed to the enrichment of the academic mission of the College through the promotion of diversity among the student body, staff, and faculty.

Applicants must have D.O. degree and be Board certified in a specialty recognized by the American Osteopathic Association. A demonstrated commitment to research, teaching, clinical service, administration, and outreach is necessary as well as experience in higher education, i.e., colleges, universities or institutions with postdoctoral training programs. Candidates must meet standards for appointment at the rank of professor (with tenure) in an academic department of the College. The Dean must interact with community based hospitals on education, professional, and research matters of common concern, and will provide leadership in the implementation of high quality innovative educational programs designed to create osteopathic physicians of excellence who will address local, state, national, and international health care needs. The Dean must foster an atmosphere of academic scholarship, encourage the development of instructional, research, and professional programs both on and off campus. The Dean must interact extensively with individuals from a variety of disciplines within the College and individuals from other administrative units in the University including the Colleges of Human Medicine, Veterinary Medicine and Nursing.

SALARY

Salary is competitive and commensurate with experience and qualifications.

APPLICATIONS/NOMINATIONS

Applications and nominations should be submitted as soon as possible and preferably by November 1, 1996. Applications and nominations submitted later will be given all possible consideration, depending on the status of the search process. Women and minorities are encouraged to apply. Handicappers have the right to request and receive reasonable accommodation. Nominations or letter of application with curriculum vitae should be sent to:

David Kaufman, D.O.
Chairperson, Search and Rating Committee
Office of the Provost
Michigan State University
312 Administration Building
East Lansing, MI 48824-1046
Telephone Inquiry: (517) 432-4923
FAX: (517) 432-5267

MSU is an affirmative action equal opportunity institution.

TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
SCHOOL OF ALLIED HEALTH
REGIONAL (ASSOCIATE) DEAN
ODESSA CAMPUS

The School of Allied Health offers degree programs on three of the four Texas Tech University Health Sciences Center campuses. The Deans and other system offices are at the Lubbock campus which is co-located with Texas Tech University's general academic campus. Regional HSC campuses at Amarillo, El Paso, and Odessa house faculty, staff and students, teaching and research facilities and ambulatory clinics. All campuses are linked by a sophisticated two-way interactive telecommunications system for teaching and conferencing.

The School of Allied Health has a certificate program in Emergency Medical Services, baccalaureate degrees in Clinical Laboratory Science, Communication Disorders and Occupational Therapy, and graduate programs in Communication Disorders and Physical Therapy. A physician assistant program is in the planning stage.

The Odessa campus houses both Occupational and Physical Therapy faculty, staff and students in well equipped teaching and administrative facilities. The Regional Dean provides campus administration for the School, including fiscal and resource management, development, faculty recruitment and retention, student services, and clinical practice oversight and represents the School within the campus and community. We anticipate design of new School facilities in the immediate future. The Regional Deans report to the Dean, attend monthly administrative conferences and communicate on a regular basis by electronic means. The Odessa campus is shared with the Schools of Medicine and Nursing which also have Regional Deans. The School and HSC enjoy very strong community support.

Odessa, with its sister city, Midland, has a population of 200,000, is located within easy driving distance of Big Bend National Park, and has a very pleasant Southwestern ambience and semi-arid climate. The economy base is in ranching, oil and gas and petrochemical production. Other area educational institutions include two community colleges and a university. Cultural and entertainment opportunities are ample and the cost of living is moderate.

The successful candidate will demonstrate a history of allied health education and practice, exceptional administrative skills and hold an earned doctoral degree. Applicants may forward curriculum vitae, cover letter and list of references or direct inquiries for further information to:

Dean Shirley McManigal
School of Allied Health
Texas Tech University Health Sciences Center
3601 4th Street, Suite 2B184
Lubbock, Texas 79430
Phone: 806-743-3223 Fax: 806-743-3249
e-mail: alhsam@ttuhsc.edu

Review of applications will begin immediately and continue until the position is filled. TTUHSC is an Equal opportunity employer.

AD · MAJOREM · DEI · GLORIAM
1870

LOYOLA UNIVERSITY
DEAN, SCHOOL OF EDUCATION
SEARCH REOPENED

Loyola University Chicago is an equal opportunity, affirmative action employer/educator and encourages applications and nominations of women and minorities.

The University: Loyola University Chicago, a Jesuit, Catholic, urban university, invites nominations and applications for the position of Dean of the School of Education. The University, founded in 1870, offers 32 doctoral programs, 42 master's programs and 40 undergraduate majors across nine schools and colleges enrolling approximately 13,000 students. Courses are offered on five campuses including Rome, Italy.

The Position: As the executive officer of the School of Education, the Dean reports to the Senior Vice President and Dean of Faculties. The Dean is responsible for providing academic and administrative leadership, in collaboration with faculty, staff and students, for all curricular, research and service programs and activities of the School. The School seeks a Dean who:

- values collaborative and inclusive working relationships with faculty, staff, students, university administrators and external constituencies;
- serves as an enthusiastic advocate for the School both within the University and with external groups;
- demonstrates a commitment to fostering a culturally diverse learning community;
- supports efforts to strengthen undergraduate and graduate programs;
- nurtures an ethic of care and support for all members of the School's community;
- advances the multiple uses of technology in educational settings;
- engages the community in active dialogue about critical educational issues;
- demonstrates an ability to manage and enhance the School's fiscal and other resources.

The School: The School of Education currently offers degrees at the baccalaureate, master's and doctoral levels through three departments: Counseling Psychology; Curriculum, Instruction & Educational Psychology; and Educational Leadership & Policy Studies. The Erikson Institute for advanced study in child development is also affiliated with the School. A total of 37 full-time faculty and several part-time faculty serve approximately 380 undergraduate and 1200 graduate students. While education courses are offered on all Loyola campuses and at several off-campus sites, the School's faculty, staff, library, computer laboratories and other resources are housed at the University's new Mallinckrodt campus located in north suburban Wilmette, Illinois.

Preferred Qualifications: An earned doctorate and scholarly record enabling appointment to one of the tenured ranks of the School of Education faculty. A demonstrated commitment to excellence in teaching, scholarship and service. A proven ability to lead through collaboration and shared decision making. A demonstrated commitment to diversity, affirmative action and equal opportunity. Demonstrated success in academic administration, especially in areas such as strategic planning, student recruitment and retention, program and faculty development and assessment, resource development, and budget management. Excellent interpersonal, oral and written communication skills, and a high standard of professional integrity. An understanding and appreciation for the Jesuit and Catholic tradition of Loyola University.

Application Process: The search committee will begin reviewing applications upon receipt, and will accept applications through October 18th or until the position is filled. Applicants should submit a letter of interest, a curriculum vitae and the names, titles, addresses, phone/fax numbers, and e-mail addresses of three references. Direct applications and nominations to **Albert A. Agresti, S.J., Chair, Dean Search Committee, Loyola University Chicago, 1041 Ridge Road, Wilmette, IL 60091; (aagrest@orion.it.luc.edu).**

The preferred starting date is July 1, 1997.
Salary and benefits are competitive.

BEST COPY AVAILABLE

CITY COLLEGE OF NEW YORK
CITY UNIVERSITY OF NEW YORK

The City College of New York invites applications and nominations for the positions of Dean of College of Professional Studies (CPS), and Dean of Social Science. City College is the oldest senior college in the City University of New York system, and has been committed to the dual goals of accessibility and academic quality since its founding in 1847. The College campus occupies thirty-five tree-lined acres along Convent Avenue from 131st to 141st Street in the Borough of Manhattan. It has an international reputation for its ability to promote scholarly excellence in students of diverse ethnic and cultural backgrounds and economic circumstances. In recent years it has become a major center for research and scholarship, leading the City University in attracting outside funding for research activities. It boasts eight Nobel prize winners among its alumni (a record unmatched by any other public college), and it ranks fourth nationally in the number of students who have gone on to earn doctorates. The City College is an equal opportunity, affirmative action employer and specifically invites and encourages applications from women and men of all ethnic and racial backgrounds. The College provides reasonable accommodations to individuals with disabilities upon request.

ACADEMIC DEANS

DEAN, PROFESSIONAL STUDIES. The College of Professional Studies, a proposed entity of the College, will be comprised of four academic units: the School of Architecture; the Department of Communications, Film and Video; the School of Education; and the Department of Music. The School of Architecture and Environmental Studies, comprised of 19 faculty and 600 students awards the B.S. Arch. and B. Arch. in Architecture, B.S. in Landscape Architecture and M.S.U.P. in Urban Design. The Department of Communications and Video enrolls 375 majors who specialize in one of three areas: Advertising and Public Relations, Journalism, or Film and Video. All areas lead to a B.A. degree. Housed in newly renovated quarters, this department has a completely digitalized editing system, state-of-the-art film and video equipment and production studios, a television station, computer lab and advanced graphics lab. The department anticipates introducing its first M.F.A in Media Arts Production in Fall 1997. The School of Education has a student population of over 800 undergraduates, majoring in Elementary, Early Childhood, Bilingual and Special Education, and over 2,000 graduate students, who in addition to the above, major in developmental and remedial reading; educational administration and supervision; mathematics, science and English education. The Workshop Center is one of the leading teacher resource/learning centers in the world, specializing in primary and elementary science education. The Department of Music has 125 majors in its B.A., B.F.A and M.A. programs. Its curricula include classical and jazz studies and performance, composition in both acoustic and electronic media, and studio recording techniques. The department is housed in recently renovated facilities, which include a beautifully appointed lecture/recital room, a superb music library with a rich and varied collection, and a state-of-the-art Sonic Arts Center with analog and digital MIDI electronic studios, a laboratory for electronic sound synthesis, and a control room for acoustic recordings.

DEAN OF SOCIAL SCIENCE. The Division of Social Science, a unit of the College of Liberal Arts and Science, comprises seven academic departments (Anthropology, Black Studies, Economics, Latin American and Hispanic Caribbean Studies, Sociology, Political Science, and Psychology). The Division of Social Science awards undergraduate degrees in Anthropology, Black Studies, Economics, International Studies, Latin American and Hispanic Caribbean Studies, Sociology, Pre-law, Political Science, Psychology and Urban Legal Studies, and master of arts degrees in Urban Anthropology, Economics, International Relations, Psychology, and Sociology.

Candidates should possess distinguished records of scholarship and teaching, significant academic administrative experience, and strong leadership qualities and communication skills. Candidates should currently hold a tenured faculty position or equivalent, and have administrative experience at least at the level of Department Chair or equivalent. They should qualify for appointment at the rank of full professor in one of the departments of the Division, through demonstrated excellence in teaching, scholarship, and service. They should be responsive to the needs of faculty and the diverse student body, and committed to cultural and intellectual diversity. Candidates should be able to serve as an effective and forceful advocate for his/her Division and have a demonstrated commitment to public education. A knowledge of the institutional dynamics of a public and urban University system such as CUNY would be desirable.

Salary: $89,762- $103,867. Applicants should send a letter of interest (including a statement of their educational philosophy), their curriculum vitae, and the names, address and telephone numbers of four professional references. Nominations should be accompanied by the nominee's curriculum vitae. Applications must be postmarked no later than November 1, 1996. An appointment effective August 1, 1997, is preferred.

Applications and nominations should be addressed to:

Dean of Search Committee for PS or SS
Administration Building, Rm 232

The City College of CUNY
Convent Avenue at 138th Street
New York, NY 10031

An AA/EO Employer M/F/D/V

T · H · E
OHIO
STATE
UNIVERSITY

WOMEN'S STUDIES

Tenure-Track Open Rank-Expertise in feminist theorizing aboutdiversity.

Desirable subspecialties: contemporary or historical approaches to Latina, Native American, Asian American, or African American women, and may involve social issues and/or visual or mass cultural forms of representation. Earned Ph.D. in Women's Studies or a relevant field, graduate certification in Women's Studies and/or equivalent teaching experience in interdisciplinary Women's Studies core courses.

Teaching responsibilities: core Women's Studies courses at all levels, including a large introductory Women's Studies lecture course, and courses in the successful candidate's area of expertise.

Review of applications will begin on October 18, 1996, and will continue until the position is filled. Send letter of application, C.V., and three letters of recommendation to

Valerie Lee
Chair, Women's Studies
Search Committee
Department of Women's Studies
286 University Hall
230 North Oval Mall
The Ohio State University
Columbus, OH 43210

DEAN
COLLEGE OF NATURAL AND MATHEMATICAL SCIENCES
TOWSON STATE UNIVERSITY

Applications and nominations are invited for the position of Dean of the College of Natural and Mathematical Sciences at Towson State University. The dean may assume office early in 1997, but no later than July 1, 1997. The dean is responsible for providing leadership for the Departments of Biological Sciences, Chemistry, Computer and Information Sciences, Mathematics and Physics, and for outreach to the community. Undergraduate programs are offered in each department; Master's programs are offered in Biological Sciences and Computer Sciences.

A successful candidate will have a Ph.D. in a natural or mathematical science with a proven record in:

- Leadership and academic administration
- Teaching excellence and familiarity with current technologies
- Scholarship
- External funding

An application should include a detailed resume, two letters of reference, addresses and telephone numbers of up to three additional references, and a one to two page statement of the applicant's perception of the role of the Dean of the College at a public, comprehensive university. Nominations will be accepted until September 27, 1996. Applications must be completed by October 11, 1996. Correspondence should be sent to:

Dr. Nordulf Debye
Search Committee Chair for Dean of the College of Natural and Mathematical Sciences
Office of the Provost
Towson State University
8000 York Road
Towson, Maryland 21252-7097

Towson State University, with an enrollment of 15,000 students, is located on 318 rolling acres in a northern suburb of Baltimore, close to the varied educational, cultural, industrial and recreational opportunities available in the Baltimore-Washington area. TSU, the second largest school in the University of Maryland System, enrolls and graduates more undergraduate students from the region than any other institution; http://www.towson.edu.

Towson State is an equal opportunity, affirmative action employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply.

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
DIVISION DIRECTOR
DIVISION OF BEHAVIORAL AND CULTURAL SCIENCES

Applications and nominations are invited for the position of Director of the Division of Behavioral and Cultural Sciences. The Division Director is the chief administrator of an academic unit that includes the disciplines of American Studies, Anthropology, History and Psychology. The division has 33 full-time faculty, services 1,150 undergraduate majors, and offers Masters degrees in Anthropology, History, and Psychology.

Required qualifications for this position include a doctoral degree and qualifications for the rank of Full Professor in one of the disciplines of the division; a record of excellence in scholarly achievement; successful university teaching experience demonstrated managerial and leadership skills that facilitate a productive research environment; a record of effective interactions with diverse constituencies; and evidence of communication skills that encourage interactions with faculty, students, staff, and administrative colleagues.

UTSA is a comprehensive, metropolitan university enrolling over 17,000 students, located on the edge of the Texas hill country. The City of San Antonio combines a rich cultural heritage with a modern focus on education, research, and technology.

The Division Director reports directly to the Dean of the College of Social and Behavioral Sciences, and has a full-time, twelve-month appointment, beginning no later than September 1, 1997. The salary is competitive and commensurate with qualifications and experience. A letter of application, vita, and the names of three references, must be postmarked no later than November 15, 1996. Applicants who are not U.S. citizens must state their current visa and residency status.

Application materials, as well as nominations, should be sent to:

Chair, Director Search Committee
Division of Behavioral and Cultural Sciences
c/o Office of the Dean
College of Social and Behavioral Sciences
The University of Texas at San Antonio
San Antonio, Texas 78249-0651

The University of Texas at San Antonio is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

EMMANUEL COLLEGE
DEAN OF ENROLLMENT

Emmanuel College seeks an experienced admissions and financial aid professional for the position of Dean of Enrollment. The Dean will be responsible for the planning, management, and direction of all administrative and operational activities of the Admissions and Financial Aid Offices serving Emmanuel's traditional undergraduate student populations. The Dean will design and oversee all marketing initiatives related to the recruitment of college-bound high school women.

As a senior administrator, the Dean of Enrollment will serve on the President's cabinet and report directly to the President. A vision for the uses of technology in student recruitment and enrollment management is highly desirable, along with a proven track record showing both innovation and experience with sophisticated recruitment strategies and procedures.

Position requirements: a graduate degree in an appropriate field and five years of progressively responsible experience in college admissions and/or financial aid; supervisory experience; excellent oral and written communication skills; and enthusiasm for the benefits of the women's college experience is essential.

Emmanuel College, located in the center of Boston's cultural, medical, and educational community, is a Catholic, liberal arts college for women, admitting men to graduate and professional programs. Emmanuel College is an active member of the newly formed Colleges of the Fenway along with Massachusetts College of Pharmacy and Allied Health Services, Simmons, Wheelock, and Wentworth Institute of Technology.

Interested candidates should respond by September 15, 1996. To apply, please send cover letter and resume to:

Mary Ferreira
Director of Human Resources
Emmanuel College
400 The Fenway
Boston, MA 02115
fax (617) 735-9877

BEST COPY AVAILABLE

EXECUTIVE DIRECTOR OF ENROLLMENT SERVICES

CALIFORNIA
STATE UNIVERSITY
SAN MARCOS

California State University, San Marcos is a young fast-growing comprehensive state university in northern San Diego county, on a state-of-the-art campus, offering strong and innovative undergraduate and graduate programs in a beautiful suburban setting fifteen miles from the Pacific Ocean.

The Executive Director of Enrollment Services leads the university's strategic enrollment efforts. The ED will develop and execute a strategic enrollment management plan, and oversee Enrollment Services units of Admissions and Records, School Relations, Student Information Systems, Veterans Services and International Student Services. The ED will work with many university offices and academic programs, the President, Vice President, Deans, Faculty, Academic Senate to facilitate a coordinated enrollment effort and cohesive service delivery.

QUALIFICATIONS: Masters degree required. Successful management experience (5 years minimum) in a higher education enrollment services area. Experience with market research and analysis of student demographics and academic data, new technologies advancing enrollment management, budget, and personnel. Requires strong interpersonal, collaborative, and communication skills.

COMPENSATION: Salary commensurate with skills and experience. Competitive benefit package.

APPLICATION: Review of applicants begins **September 23, 1996**, and continues until position is filled. Please submit a letter of interest, current resume, and names, titles, addresses, and phone numbers of three references to: **Exec. Director Enrollment Services Search, Search #440-E, Human Resources Mgmt., CSU San Marcos, San Marcos, CA 92096.** CSUSM has a strong commitment to the principles of diversity and seeks a broad spectrum of candidates, including members of historically under represented groups.

More details on Web, exploration encouraged: **http://www.csusm.edu/enroll_services/**
E-mail inquiries: human_resources@csusm.edu TDD: 619-750-3238

An EO/AA/TITLE IX Employer

UNIVERSITY OF IOWA
ASSOCIATE DIRECTOR,
JOHN PAPPAJOHN ENTREPRENEURIAL CENTER

The John Pappajohn Entrepreneurial Center of the University of Iowa College of Business Administration is seeking an experienced professional who will assist and advise the Director of the John Pappajohn Entrepreneurial Center in overseeing all matters related to the center. Duties include: developing and teaching credit and non-credit courses and seminars in entrepreneurship, creation and management of a student practicum program, developing, implementing and managing a state-wide distance learning program, publicizing the activities of the Center, developing ties between the Center and business community, and serving as a resource for product development.

QUALIFICATIONS: Ph.D. or equivalent preferred; master's degree with minimum of five years' entrepreneurial or small business experience is required. Strong understanding of entrepreneurship, ability to work well with people, excellent communication skills, and teaching experience are preferred. Salary negotiable based upon credentials and experience. A faculty appointment will be considered where appropriate.

Application Deadline: October 1, 1996

Forward resume and letter to:

Daryl Erdman, Chair
Search Committee
College of Business Administration
The University of Iowa
108 PBAB, Suite S160
Iowa City, IA 52242-1000
FAX: (319) 335-2445

The University of Iowa is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

DIRECTOR
CENTER FOR AFRICAN AMERICAN STUDIES
UCLA

The University of California at Los Angeles is seeking a new Director of its Center for African American Studies. Qualified applicants should possess: (1) a strongly scholarly research and publication record, with an emphasis in African American Studies; (2) demonstrated concern for the development of interdisciplinary research and teaching; (3) the ability to administer budgetary, personnel, and related processes; and (4) the ability to obtain and manage external support for the Center. Administrative experience is desirable. Above all, we are looking for a dynamic individual to provide intellectual and programmatic leadership for the Center. The new Director must also qualify for a tenured appointment in the appropriate department or school. The position is available July 1, 1997, but the effective starting date is flexible.

Established in 1969 as an Organized Research Unit, the Center for African American Studies is committed to the development of strong academic and research programs in the field. The Center also publishes books and monographs, provides administrative support to the interdepartmental B.A. and M.A., programs in African American Studies, maintains a library, and sponsors special lectures, conferences and symposia.

To be assured full consideration, nominations and applications should be sent by **October 15, 1996** to:

CAAS Director Search Committee
c/o Rene Dennis, Coordinator
Office of the Chancellor
University of California
405 Hilgard Avenue
Los Angeles, CA 90095-1405

UCLA is an Equal Opportunity/Affirmative Action Employer.

CORNELL
UNIVERSITY
Affirmative Action/Equal Opportunity Employer

EXECUTIVE DIRECTOR

Cornell University seeks to fill the position of Executive Director of the Mario Einaudi Center for International Studies.

Responsibilities include monitoring and supporting the 20 or so international programs, institutes and offices under the Center, working with faculty to implement existing programs and develop new initiatives and representation of the Center on campus and off. Candidates should ideally possess a Ph.D. and international research experience, some familiarity with foundations and funding agencies, administrative experience, and ability to work with a broad range of faculty. Salary commensurate with qualifications.

Applications with c.v., writing sample and references should be sent to:

Ron Herring
Director of the Mario Einaudi Center
for International Studies
Cornell University
170 Uris Hall
Ithaca, New York 14853
attn: Diane Terry

Material should reach Cornell by September 15, 1996 for full consideration.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

TENURE-TRACK FACULTY POSITIONS

1997-1998

College of the Arts
- ▲ Art (Digital Photography)
- ▲ Dance
- ▲ Design (Industrial)
- ▲ Design (Interior Architecture)

College of Business Administration
- ▲ Finance, Real Estate, and Law
- ▲ Management/Human Resources Management

College of Education
- ▲ Educational Psychology, Administration, and Counseling (School Counseling)
- ▲ Educational Psychology, Administration and Counseling (Special Education/Child Development)
- ▲ Teacher Education (Elementary Education) Bilingual - Social Studies - Mathematics

College of Health & Human Services
- ▲ Communicative Disorders
- ▲ Family and Consumer Sciences (Education/ Communications)
- ▲ Health Care Administration
- ▲ Health Science (Radiation Therapy)
- ▲ Nursing (Women's Health Care)
- ▲ Physical Education (Biomechanics)

College of Liberal Arts
- ▲ Asian/ Asian American Studies
- ▲ Geography (Applied Environmental)
- ▲ Journalism (Public Relations)
- ▲ Linguistics/Anthropology (Linguistic Anthropology)
- ▲ Philosophy (Modern)
- ▲ Psychology (Social Psychology)
- ▲ Sociology (U.S. Race and Ethnic Relations)
- ▲ Speech Communication (Rhetoric and Public Address)

College of Natural Science & Mathematics
- ▲ Biological Sciences (Medical Bacteriology)
- ▲ Chemistry and Biochemistry (Biochemistry)

All positions are open until filled. Contact the appropriate Department for detailed information at

CSULB, 1250 Bellflower Blvd., Long Beach, CA 90840,
(310) 985-4111 V/TDD.

In addition to meeting fully its obligations of non-discrimination under federal and state laws, CSULB is committed to creating a community in which a diverse population can live, and work, in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs.

AA/EEO/TITLE IX/ADA EMPLOYER

THE COLLEGE OF
WOOSTER

VICE PRESIDENT
FOR ACADEMIC AFFAIRS

The Vice President for Academic Affairs is the chief academic officer of the College and is responsible for the quality of its educational program. He or she is concerned with faculty and administrative appointments, with the program and budgets of the academic and related departments including those of the Libraries, Academic Computing, Admissions, and the Dean of Students, and in cooperation with the Dean of the Faculty, with the development of the curriculum of the College. The individual must be a scholar and teacher of acknowledged accomplishment and have a record of leadership. Previous administrative experience is desirable.

It is expected that the individual will assume office by July 1, 1997. Nominations or letters of application and resumes should be sent by October 15 to **Larry Stewart, Chair, Vice Presidential Search Committee, The College of Wooster, Wooster, OH 44691.**

The College of Wooster is an equal opportunity, affirmative action employer

Conferences for Women on Campus

- **September 26-28, 1996.** National Girls and Women in Sport Symposium /Women's Institute on Sport and Education at Slippery Rock State present *"Challenging the Body Politic... A Road Less Traveled,"* in Baltimore. Includes workshop on practical teaching strategies for courses on gender issues in sports. Contact Laurel G. Dagnon at (412) 738-2030.
- **October 3-6, 1996.** *"Multiple Perspectives of Gender: Affirming Diversity"* is the 19th annual conference of the Organization for the Study of Communication, Language and Gender, in Monterey CA. Contact Kathy Adams at (209) 278-4546.
- **October** conference on *Gender Issues in Higher Education* sponsored by the University of Vermont since 1992 is NOT SCHEDULED for this year.
- **November 7-9, 1996.** College and University Work / Family Association conference *"The Need to Integrate Work/Family/Life"* at Stanford University CA. Contact Kathy Sullivan at (415) 723-2660 or fax (415) 725-4381.
- **January 4-7, 1997.** 10th annual conference on *Women in Higher Education,* sponsored by the University of Texas-El Paso, in Fort Worth TX. Contact Nancy Wacker at (915) 747-5142 or fax (915) 747-5538.
- **February 26-March 1, 1997.** National Association for Women in Education. *"Mapping the Fault Lines: Stresses and Strengths in the Academy"* in San Francisco. Contact NAWE at (202) 659-9330 or fax (202) 457-0946.
- **May 16-17, 1997.** *Women's Sports Foundation annual conference* in Chicago. Contact WSF at (800) 227-3988.

Women in Higher Education **provides FREE samples of past issues at dozens of relevant conferences across the country, including those listed above. Call now to request samples for your upcoming conference. Be ready to provide the name of the conference, number needed, date needed by, and mailing address: (608) 251-3232. Share this resource with your colleagues.**

Women in Athletics 1996: More Athletes & Admins, Fewer Coaches

Two years ago, *WIHE* reported life was improving for women in college athletics. Participation rates were increasing, but fewer women led athletic programs as men took over coaching jobs formerly sought only by women. "Women in Intercollegiate Sport: A Longitudinal Study - 19 Year Update" covers 1977 to 1996.

More Women Athletes, Teams

The number of women's teams per school is the highest ever. Co-authors R. Vivian Acosta and Linda Jean Carpenter, professors in the Department of Physical Education at Brooklyn College of CUNY, credit Norma Cantu, assistant secretary for the Office of Civil Rights (OCR). "She's committed to not bending the legal interpretation of Title IX to treat football differently, despite lots of pressure," Carpenter said. "Between lawsuits and Title IX's 20th anniversary, programs are more sensitive to the legal requirements."

> ***There are more female college presidents in each division than there are female athletic directors over both men's and women's athletics.***

In 1996 the average number of women's teams per school increased to 7.5, the highest since 1977, when it was 5.6, in all three NCAA divisions.

Fewer Women Coaches

While there are more women athletes than ever before, they are even less likely than predecessors to have a female coach.

The 1996 update reports 47.7% of head coaches of women's teams are females, down from 49.4% in 1994 and 48.3% in 1992. In 1972, before Title IX, more than 90% of women's teams had female coaches.

"We were so excited in 1994, because for the first time in 17 years there was something valuable to report. It's too bad it didn't hold," says Carpenter.

In 1996, there were 6,580 head coaching jobs for women's NCAA teams. While this is an increase of 209 jobs from 1994, women hold nine *fewer* of the jobs than they did in 1994.Ten years ago there were only 5,577 such jobs. Despite an increase of 1,003 jobs in ten years, women hold only one-third more of the jobs than they did in 1986(333), while men hold two-thirds more (670).

The loss of women head coaches is upsetting. "Considering the intensity of the relationship between coach and athlete and its importance in the athletes' lives, the absence of female role models in athletics means women athletes aren't seeing women as leaders, as decision-makers, as risk evaluators," Carpenter says.

Here's how it happens. When an AD looks for a new football coach, he seeks the best and then figures out what it would take to get that person. "Otherwise known as recruiting," notes Carpenter. But when that same AD looks for a new women's basketball coach, he's more likely to look at who's applied and select one from the pool.

"There's a little bit of 'blaming the victim' involved when AD's complain that the women just aren't applying," notes Carpenter. "In the absence of recruiting, salaries and perks don't change," so there's no real incentive for a coach to move to a different school.

She cites a 1992 study of women coaches who had been at the same school for ten or more years Asked if they'd consider moving, virtually all would choose to stay, citing no monetary advantage to moving, and the chance to make a difference in their current positions.

AD's don't take the women's program as seriously, Carpenter asserts, many using a "rubber yardstick" to evaluate athletic programs. "Either it's an entrepreneurial enterprise, whose real purpose is to make money, or it's an educational enterprise."

Men's sports are viewed as entrepreneurial and women's as educational, except in those cases where the women seek to adopt the "guy's model of what the value of sports is."

But the entrepreneurial argument is bogus, she claims. "Most schools lose money in their men's programs: they churn it, they don't earn it." Any honest assessment of program costs would have to include debt service and maintenance on the facility; so even if you're the Rose Bowl champ, chances are you lose money.

And you can't mix educational and entrepreneurial missions, because "once you start playing for the money, any pretense of education gets tossed aside," she says.

A bright note is women holding 61% of paid assistant coaching positions for women's teams in Division I, training ground for head coaching jobs. While this is a slight decline in percentage from 1994, it represents an increase of 645 jobs since 1994. The increase between 1992 and 1994 was only 90 jobs.

More Women Administrators

- **Overall, women hold 35.9% of all administrative jobs in women's programs**, a steady rise from 33.3% in 1994 and 30.8% in 1992. The 1996 figure represents a net *increase* of 28 jobs held by women since 1994, despite the total number of jobs available *decreasing* by 104 during the same period.
- **But fewer women's programs are headed by a female administrator:** 18.5% in 1996, compared to 21% in 1994, due to a decline in female directors of Division I women's programs. Women are almost twice as likely to head the women's program in Division II than in I and more than three times as likely in Division III than I.
- **Division I is most likely to have more women administrators**, but few are at the policy setting level.
- **There are fewer programs totally lacking women administrators** – 23.9% – than in any of the last 10 years.
- **Division III is least likely to have women administrators.** Because these programs tend to be smaller with only one AD for both women and men, most programs wouldn't "dare have a female administrator over male teams! There are more female college presidents in each division than there are female athletic directors over both men's and women's athletics!"

-DJ

Get a copy of the update by sending a SASE (#10 with $.55 postage) to: R. Vivian Acosta and Linda Jean Carpenter: Department of Physical Education, Brooklyn College of CUNY, 2900 Bedford Ave., Brooklyn NY 11210-2889. (718) 951-5514.

Black Women in the Academy: Why Do We Stay?

By Janice Dawson-Threat, Assistant Professor,
Educational Leadership & Policy Analysis
University of Missouri-Columbia

The Beginning of the Dream

In 1895 the National Colored Women's League (NCWL) met in Boston to discuss problems facing African American women in pursuing education and opportunities in America. In *When and Where I Enter*, Paula Giddings reports the league wanted women to think about their futures, not just about marriage.

Many college-educated members debated intellectualism not only for African American men, but also for African American women.

> ***The more of us who enter, survive, and succeed, the more we're able to develop methodologies to inform others on the "practice of freedom."***

At this point in history, African American women had to go to great lengths to secure advanced study. Anna Julia Cooper could not gain admittance to a graduate program in the U.S., so she earned a PhD at the University of Sorbonne in 1925. Returning to America, Cooper had so much trouble maintaining an affiliation with an education organization that she developed her own school.

In January 1994, 100 years later, black women again met in Boston. This conference focused on how the scholarship of black women was undervalued and ignored in the academy.

One hundred years after that first conference of black women convened, the negative stereotyping of black women by politicians and news media still exists.

Attorneys Anita Hill and Lani Guinier, and former surgeon general Joselyn Elders are black leaders who earned degrees, climbed the proper career ladders, and met publishing and research requirements to become renowned in their fields. Yet these women still experienced rejection, and their many accomplishments were undervalued. They too had trouble maintaining associations with their respective institutions.

At the 1994 conference, I learned the current realities. As a doctoral student, I attended a workshop on Pedagogical Concerns: Race, Gender and Authority in the Classroom, which came right before I introduced a new survey course on African American women at my school. It was extremely valuable.

There I saw and felt for myself the volume of pain and suffering many black women doctoral students were experiencing from coast to coast. Their stories were tearful and discouraging. Women who started the session as strangers soon shared Kleenex boxes and hugs of solace and comfort.

We learned the National Research Council found African American women earned only 565 of the 11,368 doctorates awarded to all U.S. women in 1992, underlining the reality of a future filled with constant awareness of minority status. This averages 11 graduates per state, if every state seeks to hire African American women in its academies.

Ultimately the conference convinced me to pursue my dream of a career as a professor.

In March 1995, *Black Issues in Higher Education* broadcast "Sisterhood and the Academy: Today's Realities, Tomorrow's Promise." It attributed the problems of black women in the academy today to their small numbers, a lack of collegiality, and the struggle to claim legitimacy as scholars through the tenure process.

The recommendation was for black women students to read more, learn to talk science and math, demand parity, and band together, taking courses to learn how to be analytical about gender and race.

In *Feminist Theory: from margin to center*, bell hooks states, "Encouraging women to strive for education, to develop their intellects, should be a primary goal... Education as 'the practice of freedom' will be a reality for women only when we develop educational methodology that addresses the needs of all women."

The Beginning of Reality

Reality is both what we perceive it to be and what we choose to accept from others. And reality is what has actually occurred, whether or not we perceive it.

My reality began when my mother boasted to friends that her baby was going to attend Wilson Junior College. Friends chided her for placing an uppity attitude on her child.

Although my mother had only a sixth grade education and was never able to hold a job, her statement produced a reality that seemed natural to me. One goes to school in order to go to college; college provides a means to opportunities that don't seem to exist on my block. My ten-year-old mind thought to be free meant being able to choose from among all the opportunities in the world, not just those on my block.

Mama didn't understand my continued quest for education, nor did she survive her hard life long enough to see me graduate with a doctorate and "settle down." But along the way, other things encouraged me in the possibilities of my dreams.

In July 1987, a *Chronicle of Higher Education* article said, "Universities are lagging in hiring women and blacks in faculty jobs." It inspired me to seek what seemed like a real possibility for a new future: I applied to graduate school.

In August 1995, my dream became a reality: I was an assistant professor. In that moment I became part of the legacy of my foremothers' dreams of 100 years ago. Suddenly, I had choices that were not limited to my block. My ability to "practice freedom" became a challenge in time management.

As Sheila T. Gregory warns in *Black Women in the Academy*, African American women who decide to enter the academy should understand it will be a new experience that challenges one's traditions.

Gregory lists internal strategies that help black professionals better understand their own thoughts and actions, and external strategies that reconcile factors affecting black female academics personally. She provides recommendations for learning how to play by the political rules in the academy and addresses quality of life issues.

Realities of Academic Life

In March 1996, I presented a workshop to bring together women scholars of different generations and stages of their work to discuss their dreams and realities in the academy. It was at the 80th annual conference of the National Association for Women in Education (NAWE) in Chicago.

There I shared my present reality: I'm one of the one-third of new faculty entering the academy since 1993. I'm one of the 5% of the black faculty who are on the tenure track, and because of my gender I risk being part of the 85% of women who do not receive tenure, according to the U.S. Department of Education.

I shared Aretha Butler Pigford's article on the reality of being a black faculty member on a white campus, from November *1988 Black Issues in Higher Education*. She told minority academics to realize: you'll be placed in the spotlight, you'll have more responsibility than white colleagues, your competence will be questioned, you'll have the opportunity to help other minorities, you may experience internal and external conflicts, and some people will expect you to make all problems racial. (She urges us to disappoint them on this point.)

I shared Marvelene Styles Hughes' piece on "Developing Leadership Potential for Minority Women," saying that "one's sense of being [a] strong, competent self is severely challenged by isolation and unrealistic expectations."

Developing a Dream and a Reality of Success

Just as I read the words of Aretha Pigford in 1988, I hope a young woman can read my words in 1996, and draw the same encouragement and motivation to follow her dream to reality.

I've realized my dream to enter the academy, but now I must develop a new dream to succeed and remain a part of it. Challenged to create opportunities for my own success and achievement, I find them so numerous they have the power to overwhelm me. After one year on the tenure track, I found the support here to continue.

Two interesting questions came from my NAWE session. A white administrator asked how she could help a woman who joined her school as the only black member of a department.

She was advised to contact her as early as possible. Help her meet other minority women on campus by arranging luncheons and coffees. Be available to answer questions about the area's churches, schools, housing and shopping. Find elements of commonality between you, and nurture them into a relationship. Be on the lookout for and willing to speak out on unfair practices toward minorities, and provide information on problem areas and other sources of support on campus. Help her develop research strategies and publication opportunities by volunteering to collaborate on a project.

The second question came from two female African American graduate students. They asked why we would stay in jobs where we were the only blacks in the department, college, or campus, and why we would choose to live in cities that don't support our cultural needs.

After a brief silence, while small smiles came across the faces of most session participants, the responses began to pour out. Listening, I realized this is the "practice of freedom" that hooks spoke of.

The students heard about reality: There will come a point in your life where you feel you are not doing all you know you can do. You'll feel constrained by your present circumstances, and you begin to negotiate your options with yourself. As you establish your list of things you would really like to do with your time, you may find you'll need to pursue an advanced degree to obtain your desire.

Reaching for the Reality of Success

Not everyone can find programs of advanced study that match their needs in their home town, home state, or even the same region of the country. As you depart to the unknown, you become aware that you've made a choice for personal freedom. You're moving away from the comfortable and the familiar, from church, family and friends.

Everyone believes when they get their degree, they'll be able to return home and use it there. But reality sets in during the job search process.

Having completed the degree, you discover changes in yourself: You're stronger, more knowledgeable, and ready to lead. We all try to conduct searches as close to home as possible, but wisdom makes you conduct a national search. You're now seeking a place where your new talent and skills can be properly and fully utilized.

Sometimes the offer comes from a very new and different place, a place where you might be the first or part of a small, pioneering group. If you refuse to move toward this offer, you're moving away from your opportunity to "practice freedom," to do the things that you want to do as an intellectual and scholar. You're also delaying the dreams of our foremothers to allow black women to pursue academic careers in any institution in America, not just the ones designated for them.

We're a long way from employing 11 African American women in the academy in every state school in the country. Until we reach that goal, the isolation and lack of cultural support will continue. Until we can triple the graduation rate of African American women from institutions of advanced study, these hallowed halls will always seem to be ominous places of insecurity.

The more of us who enter, survive, and succeed, the more we're able to develop methodologies to inform others on the "practice of freedom." Nannie Helens Burroughs had a dream: She knew about specializing in the wholly impossible. I have a dream. Do you? ◆

Teaching Gender Issues to Conservative Students

Although the Jesuit tradition strongly supports peace and justice, many administrators and faculty are finding today's students at Jesuit liberal arts schools (and even large universities) have become more conservative, particularly on gender issues and women's rights.

Faced with the question of how to raise their students' awareness of gender issues, members of the women's studies advisory committee at Wheeling Jesuit University WV chose subversive tactics instead of a frontal approach.

> ***Ours is an example of how a small number of women on campus, with a limited budget, can have a large impact by working through an established program.***

"We realized that if we hit them head on, we were going to fail miserably," explained Kathryn Voorhees-Whitehead, one of five women who presented at the National Association for Women in Catholic Higher Education (NAWCHE) biennial conference in Boston in July.

Voorhees-Whitehead chairs the Department of English and Communication, co-directs the Women's Studies Advisory Committee and led the Women's Studies Program for its first three years at Wheeling. Other panel members were Helen Faso and Joan Zook of the Department of Nursing, and Debra Hull and Donna Simpson of the History Department.

Conservative Students

Previously, discussions of gender issues had brought three types of student responses. Most students didn't think gender issues were at all important to them. As first-generation college students from conservative and Catholic families in West Virginia, Ohio and east Pennsylvania, few of the 1,300 undergrads had ever considered issues of gender. About 60% of students are women.

A second group reacted with open hostility, fearing women were trying to alter their view of how the universe is ordered, which would require an examination of their own beliefs about reality.

A third group was open to discussions of justice and social issues, such as working in Appalachia over spring break, but were "somewhat naive on diversity issues," Voorhees-Whitehead said.

Subversive Tactics

"Instead of creating new programs, we decided a better approach was to infiltrate an established program on campus, and persistently and patiently keep the message before students," she explained.

They chose the Wellness Program, an informal collection of eight components: careers, spirituality, risk prevention, sexuality, social concerns, physical, emotional and cultural/intellectual education. Over four years, all students are required to attend two sessions in each area for a total of 16. Sessions are held in the evening or between 11 A.M. and 12:15 P.M.

"Ours is an example of how a small number of women on campus with a limited budget can have a large impact by working through an established program," Voorhees-Whitehead said.

Their basic tactic was to entice students to attend sessions with catchy titles, creating a non-threatening environment that interested and intrigued students. Sessions always provided refreshments like juice, tea, brownies and cookies.

Once assembled, students who had showed up just for the required credit often got caught up in the discussions, passionately arguing their cases, she said. At one session, several students reported feeling they had been sexually harassed by professors, but didn't know where to turn for help.

A key factor contributing to the program's success is getting strong backing from faculty and administrators, she said, including campus women who are well-respected and highly visible. The dean of graduate studies is a member of the Women's Studies Advisory Committee that created the strategy. Normand Paulhus, Academic VP and Dean of Undergraduate Students, sent the five women to the NAWCHE conference to brag about the program.

For Example...

- A career development program billed as "Things Your Mother Never Told You," directed toward women on campus, attracted a standing-room-only crowd. "It turned into a fascinating, dynamic discussion of what women will face in advanced academic or off-campus careers," Voorhees-Whitehead said.

Many women attending claimed they had never been discriminated against for their gender, she said, indicating either they had been very lucky, or, more likely, they had been unable to recognize and label the treatment. The program made them aware of the elements of and possible responses to gender bias.

- Another popular program was called "Christian Sexuality: The Other View." Held in response to the appearance of an older male priest who had been invited to campus and discussed sexuality from a "shocking, limited viewpoint," the program presented a more liberal approach.
- "The Powerful HE, the Invisible SHE" discussed gender-exclusive language and the power of language to impart meaning. Discussions included a psychologist's report of how small children viewed all professionals as male, a woman talking about God as the mother of all, and a businesswoman's report of how the business world views women.

As a result of this program, students launched a letter-writing campaign to protest that the campus newspaper called *The Spokesman* was not gender-inclusive. After much educational discussion, newspaper leaders decided to change its name.

- Connecting to the national clothesline project, campus organizers set up a program for women to decorate T-shirts to reflect violence to themselves or women they knew. A candlelight prayer service tied in the spiritual component.

For more information, contact Kathryn Voorhees-Whitehead at (304) 243-2343.

Preparing For College 101

Helping an 18-year-old daughter get physically, emotionally and financially ready to leave the nest for her first year of college is an unscripted event, full of potholes and land mines. The new horizon beckons, but will we ever get there?

As you read this, my little girl will be in a new bed, in a new bedroom, in a new state 1,000 miles from home for the first time in her life. For 18 years, she has lived under the same roof. Now she has the courage and confidence to go out into the world alone. What an accomplishment!

The process is not without laughter and tears, joy and loneliness, excitement and fear – for both of us.

"Mom, do you realize I've never been away from home for more than a week?" she asked 10 days before D(eparture)-day.

The reality was starting to sink in.

In the past few weeks, a shopping frenzy has hit the Visa card. She needs duplicates of just about everything, so that when she comes home, everything will be just as she left it. The reality, of course, is that everything will seem different.

- Rubbermaid now makes 8,593 different styles of boxes, bowls, totes, drawer stacks, baskets and other plastic goods, samples of which fill my living room. Hunter green is this year's trendy color.
- College students expect to use four sticks of deodorant, two gallons of laundry detergent, four bottles of contact solution and two boxes of bandaids in their first year, especially if the purchases occur BEFORE leaving home.
- No fewer than 19 boxes of essentials are packed and taped, ready to UPS to her new room. Doubtless more will join them after our final two shopping trips before D-day. There may be an inverse relationship between the amount of stuff needed and the current degree of comfort with the planned new surroundings.

With her scheduled to fly out in exactly one week, neither housing nor financial aid arrangements were final. Because her college expects a full house this fall and rooming is tight, we had to get somewhat pushy to find out her assignment. (It's tricky to ship boxes with no address.) Finally we called the dean of the college, who kindly found out and faxed her the room and roommate assignments.

Privacy concerns prevent the college from providing the phone numbers of her new roommates, one from Memphis and one from New Jersey. Calls to information for their phone numbers were unsuccessful, so she quickly wrote letters to her new buddies.

We continue to await the college's final financial aid package. How a bursar can expect to receive a signed fee guarantor's card without the signer knowing all the final numbers is a mystery around here.

Financial negotiations continue at home. Although we had already planned for transportation, tuition and room-and-board, gray areas continue to pop up. Books. Telephone, including long distance calls. Bike tune-up. Each elicits the same question, "Are you going to pay for it, or do I have to?"

Transportation remains under negotiation. One of the conditions under which she chose to attend a school 1,000 miles away is that she be allowed to fly home for Thanksgiving. (Which is preceded by Parent's Weekend three weeks earlier, and followed by winter vacation three weeks later.)

When I joked that one of her new classmates would probably invite her home for the holiday, and she'd call at the last minute to ask if it was OK if she didn't come home, she solemnly replied, "No, that won't happen." I suspect her insistence on coming home has more to do with reuniting with friends than family, but we'll be glad to see her nevertheless.

Psychologically, she's preparing herself for departure. She's been counting the days, and "last times" for certain things: ask for money to go out to dinner (Ha), get a haircut, go to her dentist and doctor and cleaners.

And she's beginning to see Mom as a part of her team, not as the eternal opposition.

For my part, I'm entrusting my most valuable asset to the higher education system. My only hope is that she returns with a broader understanding of the world and her obligation to contribute to it.

What she learns academically is not as important as that she learns to see the world from a broader perspective. Realizes that different is not necessarily wrong, and that the process of working with others is often just as important as the result.

With any luck at all, the roles will be reversed and she'll be able to impart some of her newly found wisdom to the folks back home!

Mary Dee

JOIN THE NETWORK, IMPROVE THE WORLD OF

☑ ***Yes, I want a stronger voice on campus. Start my one-year subscription.***

☐ I've enclosed $66, saving $7 from the $73 introductory price (Canada $76 U.S. $).
☐ Bill me $73 (Canada $83 U.S. $). Signature ________
☐ Credit Card ___ VISA ___ MC
Number ________ Expires ____/____ Signature ________
Name ________ Title ________
School ________ Address ________
City ________ State/Prov. ______ ZIP/PC ________ Phone (___) ________

Send to: *Women in Higher Education*, 1934 Monroe St., Madison WI 53711
women@wihe.com (608) 251-3232 FAX (608) 284-0601 Fed ID# 39-1711896 September 1996
Printed on Recycled Paper with 100% Soy-based Ink

WOMEN
IN HIGHER EDUCATION

OCTOBER 1996
Volume 5, No. 10

Maintaining Diversity Amid Threats to Affirmative Action

With affirmative action being challenged in Texas, California and other states, campus administrators are debating how to preserve the diversity that has given many women and minorities a seat at the table. The hot issue on campuses in every state will boil in November, when the California initiative to ban affirmative action comes to a statewide vote.

Georgia Lesh-Laurie, interim chancellor at the University of Colorado at Denver, says "We believe that if a court case came in Colorado, the ruling would be similar to that in Texas," referring to the *Hopwood* case striking down preferential admissions processes at the University of Texas Law School.

"It could have happened here," agrees Barbara Taliaferro, assistant to the president for human diversity at Kutztown University of Pennsylvania. The attitude is "Let's watch and see what happens in California. People are looking with caution and concern at what appears to be a mean-spirited phenomenon."

Administrator confronts the issue

Earlier this year, some faculty and emeriti ran a full-page ad in the Kutztown paper, claiming the white male model was being sacrificed for blacks and women at Kutztown University, Taliaferro says. "But we have many committed faculty and administrators — and the president — and will continue to move forward on diversity programs."

Usually the attacks on affirmative action are more subtle, she points out, most often using the budget. "When they downsize, they look first to student affairs, where they often find the minority staff on white campuses," she says. Or a college will decide to close down a department with a majority of women students and faculty, like closing the Department of Dental Hygiene in the School of Dentistry at the University of Iowa.

Taliaferro and Lesh-Laurie, who identify themselves as affirmative action hires, remain committed to the goals of affirmative action. "Affirmative action may not have done everything everyone wanted it to do, but it's way ahead of whatever is in second place," Lesh-Laurie points out.

Solutions for admissions, scholarships

Despite the ad attacking affirmative action, "Most Kutztown programs are not race-based now," Taliaferro says.

With no athletic teams at Denver to encourage race-based scholarships, "Our small numbers of scholarships that could even be considered race-based are mostly based on ethnicity," Lesh-Laurie notes. For example, most students who would qualify for a scholarship to a student of Greek ethnicity are white.

Still, the University of Colorado system is taking the potential threat to affirmative action seriously and developing new, non race-based scholarship criteria, Lesh-Laurie says. "We hope these will be in place by spring 1997."

Two strategies Colorado is exploring to support a diverse student body:

- Where possible, place scholarships on a geographic basis, either for students from a particular area of the state or from certain high schools. The award winners would then more likely reflect whatever group the scholarship donor aimed to support.
- Ask the donors of scholarship funds to select the scholarship winners. Some donors are reluctant to make the determination, Lesh-Laurie reports, but then the school can't accept the money. With private scholarships "there are not really large dollars at risk here. But we don't want to lose the federal programs. The federal programs do represent large dollars."

Another strategy to support student diversity is giving preference to "first generation" college students. (See *WIHE*, September 1996). "It's something we should run by our legal counsel," Lesh-Laurie says.

What You'll Find Inside...

Maintaining diversity amid threats to AA 1
Assess your affirmative action program 2
Newswatch: Gendered politics at work 3
Booze-free frats may benefit women 5
How do women faculty differ from men? 6
So you want to be dean: Practice conducting 7
Canadian women athletes harassed 19
Profile: Consider the school a "system" 20
Leadership institutes for women 21
Reap the benefits of volunteering 22
Frostbitten and beheaded: What to do? 23
Your *WIHE* network at work 24
... PLUS 44 jobs seeking women candidates

"We run everything by legal counsel."

Because most Kutztown students are already first generation students, Taliaferro notes, the strategy would have little effect on its campus diversity.

Kutztown is instead focusing on the personal approach to get and keep students, using accelerated and assisted programs, Taliaferro says.

"We meet prospective students at college fairs and work with them on completing their applications. We follow them through the application process and give them lots of support through the admissions process." And they ask young alumni to help. "If, for example, there's a young alumna of color in Philadelphia, where a prospective student lives, we contact her."

The assisted program, run through the president's office, focuses on retention, Taliaferro says. It includes a "retention action committee — not a study committee," she stresses, "to deal with financial, cultural and other issues to meet students' needs."

In addition, a universitywide mentoring program is available to every student at risk, where each is assigned a peer mentor. "Students at risk are identified by grades and by a number of other categories, but they are not color-coded," Taliaferro explains.

Supporting diversity in hiring

"We carefully review all positions when vacancies occur," Taliaferro says, as part of the continuous improvement movement at Kutztown. "We reexamine each job description."

At Kutztown and elsewhere, "The biggest stumbling block is to get the candidates on the short list, the interview list," Taliaferro states. To get more women and minority candidates interviewed, "They can ask hiring committees, 'Have you contacted them? Have you courted them?'"

In addition, "We can refer possible candidates we've met at conferences. And, we can use faculty exchanges. If a faculty member works out well in a temporary position, we can suggest that she or he be moved into a tenured position."

Lesh-Laurie concurs. "When departments begin the interview process, we ensure the interviewees reflect the field. If a field has 25% women, one interviewee had better be a woman."

But the real problem comes later. "The problem is retaining minorities after they've been hired," she says. "If they're successful, they become attractive to other institutions," and establishing a deeply supportive campus culture takes time.

Lesh-Laurie acknowledges, "It's an uncertain time in higher education." But despite the challenges and uncertainty, "we still intend to meet our diversity goals and to remain within the law" in the process.

Taliaferro believes that regardless of what strategies institutions develop to maintain diversity, "collaboration, not collusion, is key." The bottom line, she asserts, is "quality leadership and vision, that tend to make the clock tick."

Meanwhile in Canada, a white male has complained about a University of British Columbia ad for a new president. It carefully explains that because certain groups are underrepresented as leaders, applications from women, minorities, aboriginal people and those with disabilities are "especially welcome."

Philip Resnick, a political science professor and member of the governors board, says the ad implies only people in these groups will be hired, according to the Toronto *Globe and Mail* on September 12, 1996.

–DG

Assess Your Affirmative Action Program

1. Does the school's commitment to a diverse student body remain valid as an educational policy?
2. Has the school met goals on student and faculty diversity?
3. Do legal risks shown by recent court decisions outweigh the educational benefits of affirmative action?
4. Which programs to promote diversity are high risk, and which are low risk?
5. Is the school able to assess its diversity efforts, with the president close to legal counsel, senior staff and deans?
6. How should the school publicly explain its purpose in supporting student and faculty diversity?
7. How can the school explain its position without appearing politically partisan?
8. What are views of other educational leaders? Is there a consensus?
9. How should the school respond to claims that affirmative action programs are unfair to white students and faculty and others?
10. How do the school's needs differ from those of peer schools?

— From the AGB *Priorities* report, "Affirmative Action: Few Easy Answers" Number 7, Summer 1996. Published by the Association of Governing Boards of Colleges and Universities (AGB), it has a chronology of affirmative action legal actions and in-depth legal analysis useful for boards and top administrators to review their policies. Copies are available for $6 to institutional members of AGB: (202) 223-7053.

WOMEN
IN HIGHER EDUCATION

Editor and Publisher: Mary Dee Wenniger
Copy Editor: Barb Brady
Contributors: Melanie Conklin, Doris Green, Dianne Jenkins
Graphic Artist: Lisa H. Heaselden
Career Connections: Mary Zenke

Mission: *To enlighten, encourage, empower, and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.*

Women in Higher Education is published monthly twelve times a year by The Wenniger Company. Editorial offices and subscriptions: 1934 Monroe Street, Madison WI 53711-2027. Phone (608) 251-3232. Fax (608) 284-0601. Annual subscription rates: $79 US, $89 Canada (US funds), $99 elsewhere. Copyright 1996 by The Wenniger Company. All rights reserved. Photocopying is illegal and unethical. Write or call for discounted multiple subscription rates. Periodical class postage paid at Madison WI. **POSTMASTER:** Send changes to *Women In Higher Education*, 1934 Monroe Street, Madison WI 53711-2027.
ISSN: 1060-8303. *WIHE* Web Site: http://www.itis.com/wihe

US Olympic Medals Result from Title IX

When women athletes brought home 38 of the 101 US medals won at the 100th Olympics in Atlanta, their victories can be traced directly to the passage of Title IX, part of the Educational Amendments of 1972 requiring public schools and colleges to provide equal opportunities for women in athletics.

"You're seeing the first generation of women who've had a lifetime of opportunity to play," said Donna Lopiano, executive director of the Women's Sports Foundation. "What you see is the female athlete as a rule, not the exception."

The 1996 US team consisted of 280 women and 382 men (42% women), compared to just 96 women and 342 men in 1972 (22% women). Overall, 36% of all athletes competing were women, up from 30% in 1992.

Away from the athletic competition, inequities persist. NBC had only 11 women on its team of 51 reporters, and the International Olympic Committee has just 7 women among its 106 members.

Female Business Prof Named Interim AD At U of Minnesota-Duluth During Audit

While an audit of the athletic department was still incomplete, AD Bruce McLeod resigned amid allegations including hushing up sexual assault charges against a hockey player and channeling funds earmarked for women's athletics to support football and men's hockey.

Patricia Merrier was appointed interim AD in August. She is a professor of business specializing in finance and management information, a faculty representative to the athletic department since 1989, and the new chair of the Western Collegiate Hockey Association.

Duluth police reportedly taped a conversation between McLeod and a former student in which McLeod offered payments to avoid her pursuing assault charges against a hockey player on campus.

Athletic department budgets show the state legislature earmarked $600,000 to enhance women's athletics, but the women's athletics coordinator had no control over her budget. It was allegedly used for front-office expenses, including salaries for fundraisers for scholarships in football and men's hockey, according to the *Duluth News Tribune* on August 22, 1996.

'Been There, Done That:' So Spelman's Cole and Southern U's Spikes Move On

Two prominent black women presidents announced their resignations, having attained their goals.

- After a record-setting campaign raising $113.8 million that helped the women's college's reputation soar, Johnnetta Cole will leave Spelman College GA in June, 1997.

The total is the most ever raised by an historically black college, topping its goal of $81 million, and positions Spelman as a powerful force.

In Cole's nine years as president, Spelman has earned national rankings as a top regional liberal arts college and producer of black women leaders.

"The college has soared to new heights and is poised to continue on the trajectory in the next decade," Cole said.

After taking a one-year sabbatical to write a book, she plans to join the Emory University faculty.

- With 32 years in the Southern University system, including the last eight as president, mathematician Dolores Spikes stunned the board of Louisiana's historically black system in July by announcing her resignation effective in December.

Two days later, she was named president of the historically black 3,000-student Eastern Shores campus of the University of Maryland.

At 59, Spikes said, "There comes a time when you feel you have accomplished the goals or most of them that you set out to accomplish." She considers her most satisfying accomplishments the 1994 settlement of a 20-year lawsuit to desegregate Louisiana's public schools and the resurrection of the system's fundraising foundation, according to *The Advocate News* on July 6 and 8, 1996.

Addressing SU freshmen in 1990, she said: "If the trend doesn't change, after six years — not four or five years — after six years, one out of four of you will get a degree. Congratulations to the one out of four, but I have to worry about the other three."

Research Universities Lose Chemists As Women Seek Better Balance in Life

Although about 30% of the PhDs in chemistry went to women in 1994, few women are sticking around in research universities, according to the June 1996 issue of *Chemical and Engineering News*.

Virtually all PhD granting universities can count their women chemistry faculty on one hand, and their numbers aren't improving.

Instead of beating their heads against walls in research universities, women are "voting with their feet" and working in government, industry and non-profits. "They don't like the way their were treated [in graduate school] and they think it's not going to improve if they're on the faculty," notes Janet G. Osteryoung, director of the National Science Foundation's division of chemistry who formerly headed the chemistry department at North Carolina State University.

NSF program director Margaret A. Cavenaugh says women are realizing that even after tenure, the stress continues. "I think it comes down to the question of how they can balance the commitments in their lives."

U of California Sics IRS Auditors on Women Who Complain of Sex Bias

Call it a coincidence, but 48% of women contacted (16 of 33) who have charged the University of California with discrimination or harassment have had one or more IRS audits during their cases, according to Charity Hirsch, a leader in the We Advocate Gender Equity (WAGE) group.

In exposing this creative form of retaliation, Hirsch notes "It's when we see patterns that we can be sure discrimination is at work. This looks like a pattern."

WAGE has been active in promoting gender equity for women in the University of California system, including highly publicized bias suits won by Jenny Harrison, Leigh Segel and Marcy Wong.

Hirsch related another trick by a department head seeking to appear to comply with affirmative action guidelines. The chair asked an untenured male faculty member (whom he disliked) to interview a woman candidate for a faculty position, which had already been promised to a man. If he agreed to do the interview, he'd be guilty of participating in the department's illegal hiring act. Had he refused, he'd be guilty of insubordination.

Hirsch seeks more info on UC retaliation against women who complain of bias. "We invite you to share your experiences of retaliation. Our most powerful weapon in the fight for justice is the exposure of injustice," she writes in the fall 1996 *WAGE Newsletter*. "Those women who have taken their cases to the public know UC hates to be seen as unfair. The public's respect for academia is precious to the institution. Our big stick is to say 'Act justly or we'll tell,' and it's surprisingly effective." Contact Charity Hirsch at (510) 526-8953.

Former Tennis Coach at U of Tennessee Wins $47,000 Settlement for Salary Bias

Paying the women's tennis team head coach less than half as much as the men's team coach, and then demoting her to avoid having to pay her the same under Title IX, backfired at the University of Tennessee-Chattanooga.

Lori Massengill was head coach of the women's team from February 1992 until May 1994, earning $6,667 the first year and $7,500 the second. The coach of the men's team, with equivalent education, experience and length of service earned more than twice that, $13,725 and $15,142. AD Ed Farrell also assigned one head coach for both teams, and it wasn't Massengill.

In August the university agreed to pay her $47,000 for "humiliation and embarrassment" to settle her federal civil suit for salary bias, according to the *Chattanooga Free Press* on August 23, 1996.

Women Administrators Endangered at U of Akron & U of Texas Social Work

Sometimes a dicey environment for women on a particular campus gains visibility overnight.

- At the University of Akron, former president Peggy Gordon Elliott who stepped down in April has been followed this summer by a host of top women administrators, including the VPs of administration and student services, dean of the school of nursing, director of communications, chair of technology and business and head of the school of business.

"Right now, there's every indication we'll have a total male hierarchy," predicts a *WIHE* subscriber. With the school having been reorganized in July, "It's pretty tumultuous around here, not a pleasant situation."

A trustee says it's a "jobs and contracts issue," with the board acting like an old-fashioned political machine in spending the university's $200 million budget. Women administrators were incidental casualties because they supported former president Elliot, whose faculty had just rejected an offer to unionize. "Latent sexism allowed them to discredit her," the trustee said of Elliott, noting that good old boys had been hired as president and provost without a search.

- At the University of Texas-Arlington, three top women administrators in the school of social work resigned after a white professor sent a colleague an e-mail in which he referred to them as "The Supremes," a popular 1960s trio of black singers.

They are dean of the school of social work, her assistant, and an associate dean.

As a result of the resignations, the university planned to offer sensitivity workshops, but has neither identified nor punished the message writer. A student intercepted the message, according to *The Chronicle of Higher Education* on August 16, 1996.

Campuses Diversify Women's Sports

Searching for new outlets for women athletes, several schools plan to add specialty varsity sports for women, according to *The NCAA News* of September 16, 1996.

- Women's equestrian became the 20th varsity sport at Cal State-Fresno. The club sport of 20 years became varsity through a joint effort between the athletics department and the department of animal sciences and agricultural education. The University of South Carolina-Columbia is also adding equestrian as a varsity sport.
- Water polo is becoming a varsity sport at San Jose State University, while golf will move from club to varsity status at the University of Evansville IN for 1997-1998.
- Lacrosse will become a varsity sport in spring of 1997 at Duquesne University PA, and will move from a club to varsity sport in 1998 at Canisius College NY.
- Ice hockey will be a varsity sport for women this year at Hamilton College NY.

STAYING TUNED...

Four Women Invade The Citadel Amid Changing Culture for Cadets

Having agreed to ban earlier T-shirts announcing the arrival of the first female cadet saying "1,952 Bulldogs and One Bitch," leaders at The Citadel haven't exactly done an about face, but they're making progress.

At last count, 16 male cadets dropped out during Hell Week, but the four women made it. Two are daughters of military men, another has strong Citadel connections and the fourth is a Czech national with credentials so impressive that several Citadel Club members raised money to pay her way.

To protect the women from zealous males, their rooms have locks and curtains, and their restroom has a guard.

Faced with his first duty to cut a woman's hair, Citadel barber Dave Creaturo planned his attack. Instead of just adding a quarter-inch to the traditional "knob" buzz cut, he looked over hair styling books and used a model. He wanted the cut to be feminine, yet plain and functional.

"I didn't have a smirk on my face," he said. "That could have been my daughter sitting there. That's why I took my time to do it right. It had to be just right," notes the *Wisconsin State Journal* on September 3, 1996.

Booze-free Frat at Party School May Benefit Women

Student services leaders agree alcohol is a factor in the vast majority of assaults on women students. Take away the booze, and perhaps women will be safer on campus. Several fraternities are trying it.

Is it for real, or just a recruiting tool?

It may be just another marketing scam to recruit members, but Theta Chi fraternity at the University of Wisconsin, perennially ranked one of the nation's top party schools, has outlawed alcohol and tobacco in its house. The fraternity also will end hazing new members, according to Sam Passer, national expansion coordinator for Theta Chi, as reported by the *Wisconsin State Journal* on September 4, 1996.

"The idea behind a substance-free fraternity is getting people together for what we call the 'right reasons,'" Passer explains. They want to create a safe house where women and men can relax and have fun without relying on alcohol.

Theta Chi hopes to attract people who would not otherwise have been interested in Greek life, Passer says. "I'm talking to guys who don't want to be part of an alcohol-dependent culture, who want leadership opportunities, opportunities to do community service, and to meet new people and exchange ideas without harming their grades."

The fraternity has been on the Madison campus since 1918, flourishing during the 1950s through the 1970s, but now is suffering from the 1980s negative culture of drug and alcohol abuse. "The chapter handed out 30 bids last year to prospective members, and no one accepted," notes Passer, who works for the fraternity's national offices.

Theta Chi isn't a trend setter in being a substance-free fraternity, he says. "We're just hopping on the bandwagon." He reports three Big Ten schools have substance-free fraternities: Purdue (Alpha Tau Omega), University of Indiana (Alpha Tau Omega) and University of Illinois (Alpha Sigma Tau). Sigma Nu has required all chapters to be substance-free by the year 2000.

A substance-free house doesn't imply policing members' lives. "Our fraternity is about healthy living and learning," Passer adds. Members may choose to use alcohol or tobacco: They just can't do it in the house.

He doubts enforcement will be an issue. "We're not imposing this on anyone. We're recruiting people based on this premise and they're in agreement with it." Recruitment is going well, with a core group of students ready to commit to join the new style of fraternity on campus.

Alcohol increases sexual violence

According to Linda Bishop, Violence Prevention Coordinator at the University of Wisconsin health service, UW-Madison, incidents of assault against women on campus almost always occur after alcohol abuse. "In date rapes, the majority of perpetrators have been drinking," she notes.

Asked if substance free fraternity houses will make a difference for women on campus, she says, "I hope the trend has more meaning for men on campus." Maybe it will focus their thinking about the "male-only" culture that encourages violence against women.

"The potential for sexual assault skyrockets when there are large amounts of alcohol being consumed," Bishop says. "There's a heavy peer culture regarding free access to women, and you find guys who would otherwise not be involved participating in gang-rapes or other types of sexual assault. The combination of peer pressure and alcohol is too much for them."

With the perfect combination of access to booze and beds, fraternity houses have long been proud to be at the top of the list for sexual debauchery.

"What concerns me is the attitude these men have toward women who've been drinking. Just because a woman's been drinking, does that mean you should take advantage of them?" she asks.

The issues of power and control get at the mental state of the perpetrator, as shown in an incident earlier this summer in California.

Members of UCLA's Zeta Beta Tau fraternity rented the 66-room Royal Sun Hotel in Palm Springs to celebrate the school year ending. As reported by the *Los Angeles Times* on June 5, 1996, three 22 year old fraternity members were arrested on suspicion of raping a 19 year-old UCLA freshman after an evening of partying.

UCLA junior Scott Kaplan told the *Times*, "I've heard a lot of empathy for the suspects... One friend said 'The girl deserved it. What did she expect, getting drunk, going to a fraternity party?'"

UCLA administrators reportedly worked with the national fraternity to investigate allegations, and the fraternity's national office suspended the local chapter's social activities for two months.

At the University of Wisconsin, Passer says, "We want to create a place that's going to further help develop students into individuals."

Booze has been part of the party school culture at the University of Wisconsin for many years, and Theta Chi hopes that culture can change. It's an idea that's way behind the times.

-DJ

Sorority Shuns Sister Who Posed Nude

When University of Oklahoma junior Kristi L. Bryan agreed to join *Playboy* magazine's October feature "Girls of the Big 12," she didn't expect to lose her sorority membership over it.

But other Delta Delta Delta sisters asked her to turn in her pin, and refused to let her visit the sorority house or attend events. She's contacting the ACLU and a lawyer to keep her membership, citing an unclear moral code.

"The funny thing is that they're pointing a moral finger at me, and everybody knows what goes on at sorority and fraternity functions," she said, according to *The Chronicle of Higher Education* on September 20, 1996.

How Do Women Faculty Differ? Let Us Count the Ways

College and university faculty are paying more attention to teaching and service and less attention to research, although they are doing more research on race and gender, according to a recent survey. Women faculty continue to be more sensitive to issues involving students, service, subtle discrimination and sexual harassment.

The 1995-1996 survey of 34,000 full-time faculty at 384 schools reported last month by the Higher Education Research Institute at the University of California - Los Angeles confirmed the trend toward more student-centered teaching techniques.

Women lead in classroom improvements

New student-centered teaching methods appeal more to women faculty than men. Half the women faculty (50%) say they emphasize learning in small groups, compared to 28% of the men. Likewise, 30% of the women assign group projects compared to 19% of the men. More than half (55%) of the male faculty still rely extensively on lecturing, compared to 35% of the women.

Overall, classroom methods gaining in popularity are cooperative learning (9%), group projects (7%), computer instruction (6%), readings on racial/ethnic/gender issues (4%), and multiple drafts of written work (4%). Less emphasis is given to extensive lecturing, class discussions, and student-selected activities, projects and topics.

By comparison, men continue to be more interested in research and less interested in teaching, and more likely to have published huge numbers of journal articles and book chapters.

Men are nearly twice as likely as women to have published five or more book chapters, nearly three times more likely to have published more than 10 journal articles, and eight times as likely to have published more than 50 articles.

Women support student development

On most indicators, women expressed more interest in the development of the total student. More women than men faculty agreed these goals for undergrads are "essential" or "very important:"

Goal for students called impt	By Women	By Men	Diff
Enhance self-understanding	70.7%	56.7%	+14.0%
Help emotional development	46.1	33.0	+13.1
Instill community service need	42.6	30.6	+12.0
Prepare for jobs after college	77.2	66.3	+10.9
Prepare responsible citizens	67.8	58.2	+ 9.6
Develop moral character	63.1	54.5	+ 8.6
Help develop personal values	65.2	56.6	+ 8.6
Enhance out-of-class experience	47.0	38.5	+ 8.5

Women faculty beliefs

• ***Discrimination***. In the 1989 survey, 48% of the women faculty cited "subtle discrimination" as a big source of stress. In this 1995-1996 update, that number has dropped to 34%, suggesting "efforts to improve the climate for women have succeeded, though not completely." About 12% say they have been harassed at their present institutions, a drop from 15% in 1992-1993.

• ***Interruptions and salary differentials***. Nearly 28% of women faculty have interrupted their academic careers for family reasons, compared to 4.4% of the men. Research shows this need to "stop out" negatively affects women's careers, on and off campus. In this case, with academic rank held constant, women faculty earned 88% to 94% of the salaries men earn.

• ***Tenure***. Of all respondents, 59.3% were tenured and 40.7% were not. Of women faculty reporting, 46.5% were tenured, compared to 66% of men. Women faculty clearly have less use for tenure, with 45.8% agreeing it's an "outmoded concept" compared to 34.8% of men faculty. Likewise, women faculty are less likely to agree that "Tenure is essential to attract the best minds to academe." Only 45.3% of women faculty agree, compared to 58.8% of men.

• ***Diversity issues.*** Overall, 37% agree that "Many courses include feminist perspectives," compared to 29% who agreed in the 1989 report.

Women are less likely to agree with the statement "Promoting diversity leads to the admission of too many underprepared students," by 21.3%, compared to 35.8% of males agreeing. And women faculty are more likely to agree that racist/sexist speech should be prohibited on campus, with 65% agreeing compared to 47.1% of male faculty.

Of the faculty, only 33.9% of women faculty believed their school had as a highest priority "to hire more women faculty and administrators," compared to 44.5% of the men who believed it.

Women were less likely to believe "Women faculty are treated fairly here" at 72.4% compared to 90.4% for men. Likewise, 81.9% of women agree "Faculty of color are treated fairly here," compared to 89.6% of men who agree.

• ***Personal goals***. Despite a decline in their personal interest in improving society, whether through politics, values or the environment, women continue to be more committed to these goals than men. Women faculty are even less interested than before, and still less than men, in obtaining professional recognition and becoming an authority in their field.

Women lost more interest in being well-off financially, while men became more interested in this goal.

• ***Sources of stress.*** In the last two years, more women reported stress overall and specifically in 14 of 18 areas queried, including subtle discrimination creating stress in 34.4% of women compared to 18.4% of men. Lack of personal time stressed 90% of women faculty, compared to 76.5% of men faculty.

Women also felt more stress from time pressures, household responsibilities and teaching loads. In the last six years, caring for an elderly parent has been an increased source of stress for women but not men.

Get a copy of the report "The American College Teacher" for $22 plus $4.95 S&H from Higher Education Research Institute, Graduate School of Education & Information Studies, 3005 Moore Hall, Mailbox 95121, University of California, Los Angeles CA (310) 825-1925.

Thinking about Becoming a Dean?

By Mary Ann O'Donnell, Dean, School of Arts
Manhattan College, Bronx NY

I always wanted to be an orchestra conductor. I find deaning is not terribly different. Sections are all different shapes, sizes, sounds, and especially temperaments. You must get them to talk and especially listen to each other and convince them to take some direction (God forbid), even from you.

Trumpets do not like to talk to second fiddles. As conductor, you have to hear the whole opus all at once, trying to control the section that wants to be the loudest, to develop the weakest sound so it has a voice and to cope with one or two players who are always out of step or out of tune.

The fascinating aspect is that the conductor must always be one full beat ahead of the orchestra, so her mind hears the melody not as it is played, but as it is about to be played. The mind is always in the future as the eye and ear are always in the present. All this must be done with style and grace, and in public.

More women, and more lay women, are planning for administrative careers now that more jobs are open, especially in Catholic colleges. As you consider possibilities, look for opportunities to test your resolve in handling problems—since it's almost all a dean does—and to assess your ability to motivate faculty, leading the disparate orchestra.

I've been told: "The job of the faculty is to think for the college; of the president, to speak for the college; of the dean, to keep the faculty from speaking and the president from thinking."

If you aspire to a career in administration, test the waters early to see if you have the interest, skills and resolve to manage. Consider how you interact with others and your potential to keep presidents from thinking and faculty from speaking.

When to become an administrator

Consider switching from the classroom to the administrator's office either early in your career or after teaching about 15 years.

Becoming an administrator at age 45 offers little time to go higher: provost, academic VP or even president. The average shelf life for a dean these days is about eight years: all the bad decisions we make in our first three years come back to haunt us in year eight, and it's time to move on, up, or out. Returning to the classroom after deaning is problematic, since you know too much about your colleagues and may have made some painful decisions about them. Can you then rejoin them?

There is value to coming to administration after about 15 years of teaching. You are at least an associate professor and an established scholar.

If you choose an administrative career early, even right after graduate school, plan carefully. Today's wisdom is to get tenure before moving up; I've seen good candidates for dean blocked because they hadn't gone up for tenure. Some feel they couldn't understand the process without having undergone it; others are seen as trying to escape tenure by switching to administration.

A new breed of administrator chooses not to be tenured, and more schools offer non-tenure track administrative jobs to outsiders. This can set up a dual system, with deans from inside keeping tenure and those from outside have no chance to achieve it. Or schools may ask inside candidates to resign tenure to become administrators.

Where to become an administrator

Taking an administrative job at another school gives you a clean slate and no baggage, but every special interest group and self-involved person will be chewing on you even before you reach your new assignment. You must quickly sort out shades of truth and varieties of reality.

If you move to another school, be sure of the fit. Understand its problems, ethos, mission, as well as what it thinks is its mission, and what it suggests is its mission through its actions, which sadly are not always the same. If you don't fit, don't move. It could end your administrative career.

If you stay at your own school, few can scam you, but your ties and friendships may fade as your relationships with faculty and top administrators change unalterably.

Preparing to become an administrator

- ***Observe other administrators***, realizing your target has more information than you do. Watch for style, and how to deliver good news and bad.
- ***Chair a department*** or a division as one of the best training experiences for deaning, although I admit it's the single toughest job I've ever held.
- ***Chair a committee*** to learn about your own skills and resolve. Early in your career, volunteer for some hard-working committees. (Before tenure, avoid controversial ones.) Search committees for faculty, deans and other administrators can be revealing, as you see colleagues from other departments in action, meet interesting job applicants, and get a sense of what works and what doesn't work in interviews, and of the questions interviewers can throw.

The athletic committee is one of the best if you're in a Division I NCAA school. There you will see raw power, big bucks, bigger egos, pressure groups, gender equity issues... more than you bargained for. Try to make a difference for women athletes while mastering all this.

- ***Find a mentor***. A major asset is a mentor willing to assist you. Better yet, find a whole raft of people, each with expertise in a certain facet of administration.
- ***Get an internship***. Some schools have administrative internships. The American Council on Education has fellowships, if your school will carry your annual salary while you intern elsewhere.
- ***Attend an institute on leadership***. They're a good place to start learning administration, but most schools send faculty only after they become administrators.

Check the CIC, the Institute for Educational Management, the Management Development Program at Harvard, the National Institute for Leadership Development and the HERS institutes.

- ***Learn about numbers***. Learn to read balance sheets and take a course in statistics. You'll spend a lot of time assuring the college's money is well spent and trying to stretch a few hundred dollars further than you ever thought possible. Many statistics will come your way: enrollment figures, changes in SATs, numbers of sections of required courses. Make them work for you, not against you.
- ***Read publications widely***. Keep up with trends through *Change, The Chronicle of Higher Education, On Campus with Women, About Women on Campus* and *WIHE*.
- ***Use computer networking*** for discussions in your discipline or on academic issues in general. Deans have available two great listservs: the American Conference of Academic Deans and the Council of Independent Colleges.
- ***Attend conferences,*** such as AAHE, AAC&U, NAWCHE, and those on legal issues at the University of Vermont in fall and Stetson University in winter.

Administration has some drawbacks

Can a woman have marriage, children and an administrative career? Yes, but very few women can do it all. Shirley Strum Kenny, president of SUNY-Stony Brook, earned a doctorate and had a family early, putting administration on hold until her five children were in school. She sees a new pattern of women having children post-tenure, noting this often puts their "careers on hiatus at a time when they would advance within their departments to positions such as graduate director or chair," she wrote in *On Campus With Women*, Spring 1996.

Women administrators in Catholic colleges

Does an ethos deter women's advancement to administration at Catholic colleges?

First, consider the notion of marriage. I suspect there's still the fear that children somehow disable one: not the male parent, just the female parent. I've been at meetings where a faculty member has declared that HE must leave to meet the school bus, and no one flinched. When SHE has to meet the school bus, "Well, isn't that typical?"

In some Catholic circles, women are cute, interesting, sweet... but never motivated, decisive, straight-talking. Some still think of women administrators as Samuel Johnson thought of women preachers: "Sir, a woman preaching is like a dog's walking on his hind legs. It is not done well; but you are surprised to find it done at all."

I've also encountered those fearing women are too "liberal" on issues like ordination, contraception and abortion. How will this translate in her administration? I detect a shift to the right in some traditionally more "liberal" schools, as Catholic colleges struggle with identity and related enrollment problems.

Some Catholic colleges have failed to groom new administrators from their sponsoring orders. Others have no new talent in the pipeline. This will lead to more positions available, but it can lead to a power struggle as the old guard (and even older alums) fear lay leadership as somehow selling out, losing identity, betraying the founders and the mission.

Some schools willingly accept laypersons, even non-Catholics, into administration. In fact, some non-Catholic leaders are more respectful of and less paranoid about the college's mission than some older Catholic faculty and administrators.

Are Catholic colleges willing to identify early and develop our own home-grown leadership, with the real possibility that home-grown leaders could leave to head another school? To ignore the potential for women leaders is to ignore about 30% of the possible pool. If Catholic higher education in this country is to survive and keep its identity, values, and commitment to academic freedom, we must identify and develop young administrative talent, looking to young women faculty as leaders in the century to come.

Financial problems especially plague Catholic colleges. As funds become more scarce and salaries fail to keep pace with other private or state schools, more women will be hired as administrators. Schools tend to offer women less in salary and benefits, and women tend to accept less. If salaries fail to keep pace, there will be less respect for administrative jobs.

Expectations for women administrators

Academic deans are expected to carry out policies of higher administration, to represent the needs and opinions of the faculty and reflect administration's needs and opinions to the faculty. Janus-faced, but not two-faced, the dean looks in both directions at the same time. It is not by accident that the bi-directional Roman god was also related to keeping the peace.

If a dean promoted from within was perceived as a strong leader while on faculty, faculty might expect a leader who will constantly buck top administration, whether or not its policy is reasonable. A woman dean might be expected to champion women faculty, no matter what, or be seen as a betrayer of her sex.

Simple advice for aspiring administrators

Expect to work as usual, at least 110% to be perceived as passably fair. Grow a skin thicker than your head, because "No good deed will go unpunished." Keep your hand in teaching whenever possible; it renews you while draining every last bit of energy. Keep your research projects going to divert your mind and to set the standard of excellence for faculty by example. If you return to teaching after administration, you can't be dried up as a scholar.

I find what makes a good teacher and scholar is what makes a good administrator. Responding to letters, memos, phone calls is just like getting papers and exams back to students within a week. Staying on top of issues and problems is not unlike staying on top of your discipline. You listen to students as a teacher; you listen to faculty and students as an administrator. Getting students to voice their questions and aspirations is not unlike mentoring young faculty.

Administration can be painful yet exhilarating. If you think you want to try, go for it. But go prepared. ◆

Originally prepared for and excerpted at the conference of the National Association of Women in Catholic Higher Education (NAWCHE) Boston College, July 1996.

PRESIDENT

J.F. INGRAM
STATE TECHNICAL COLLEGE
DEATSVILLE, ALABAMA

The Alabama State Board of Education invites applications for the position of president of J.F. Ingram State Technical College. The College, which is now a technical college, serves approximately 1,083 FTE students with a staff of 105 full-time employees, including a faculty of 69.

Candidates must have successful administrative experience, including a minimum of 5 years' full-time administrative experience in a two-year college at the dean's level or above or the equivalent and a minimum of a master's degree (an earned doctorate is desired), with experience and knowledge of the role of a technical college dealing in correctional education.

The successful candidate must possess the following educational philosophy:

- Strong commitment to the technical college concept of quality education;
- Strong commitment to the professional development of faculty and staff;
- Strong commitment to the offering of programs that are relevant to the current needs of business and industry;
- Student-oriented in the sense of recognizing that all aspects of the college exist to facilitate learning and student development, so that the student obtains a level of competencies and is kept informed of progress.

The Alabama State Board of Education seeks an individual with the following characteristics:

- Demonstrated sensitivity to all facets of the community, including the needs of the various groups of which it is comprised;
- Demonstrated ability to communicate well, both orally and in writing;
- Demonstrated ability to work as a team member, including all segments of the college faculty, staff, students, and governing boards;
- Demonstrated leadership, decision-making, and coordinating abilities in the college and community;
- Demonstrated ability to project a positive public image;
- Demonstrated knowledge of academic transfer programs and evidence of ability to work with four-year institutions.

Applications should be submitted to:

Presidential Search Committee
Dr. Fred Gainous, Chancellor
Alabama Department of Postsecondary Education
Division of Legal and Human Resources
401 Adams Avenue, Suite 710
Montgomery, Alabama 36104.

Applicants must submit an official presidential application form and a comprehensive resume or curriculum vitae, names and addresses of at least five references, and addresses of current and immediate past employers. Finalists will be required to furnish official college transcripts, health medical examination report, credit report, and criminal records check report. Finalists must also submit to a fingerprint examination by the Alabama Bureau of Investigation. Applications and all supportive material must be postmarked by October 4, 1996. The successful candidate must be available to assume the position within a reasonable time. Selection process subject to Alabama Sunshine Law.

The ALABAMA STATE BOARD OF EDUCATION is an equal opportunity employer and is seeking applications in particular from black persons and women, including black women.

Reach more than 12,000 readers here each month for as little as $230, and millions more on our World Wide Web site, http://www.itis.com/wihe

● indicates the full text of this announcement is available on the Web site. Call Mary Zenke (608) 251-3232 for details. The November issue closes October 21, 1996.

KUTZTOWN UNIVERSITY
PENNSYLVANIA STATE SYSTEM
OF HIGHER EDUCATION

Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs reports directly to the President and assumes ultimate responsibility for all activities within the division of Academic Affairs. The Provost is the second ranking administrative officer within the University. Units included within the Division of Academic Affairs are: College of Business, College of Education, College of Liberal Arts and Sciences, College of Visual and Performing Arts, College of Graduate Studies and Extended Learning, Rohrbach Library, and Academic Services.

Kutztown University enrolls 7,800 students and employs more than 350 full-time faculty. Located in Southeastern Pennsylvania, the communities of Allentown and Reading are within 20 minutes driving time. Philadelphia, New York City, Lancaster, Harrisburg, Scranton, Baltimore, Washington D.C., many other cities and the Pocono Mountains are easily accessible.

Qualifications include:

- An earned doctoral degree and a demonstrated record of excellence as a teacher and scholar
- A proven record of leadership in a significant academic affairs position
- A working knowledge of all units in the Division of Academic Affairs
- A working knowledge of current issues in general education, student learning outcomes assessment and distance education
- Experience with international educational initiatives and a vision for internationalizing the entire university experience
- A demonstrated commitment to enhancing the human diversity of the University
- Strong oral and written communication skills
- A proven record of major budget responsibilities

In addition, experience with collective bargaining would be desirable. Position to be filled on or before July 1, 1997.

Applications must include a letter of intent, resume and names, titles, telephone numbers, and addresses for a minimum of five references. All materials must be received by the search committee by October 25, 1996. Applications and nominations should be addressed to:

Chairperson of the Search Committee of the
Provost and Vice President for Academic Affairs
Kutztown University
Kutztown, PA 19530

Kutztown University is an affirmative action/equal opportunity employer and actively solicits applications from qualified women and minority applicants.

PRESIDENT

SNEAD STATE COMMUNITY COLLEGE

BOAZ, ALABAMA

The Alabama State Board of Education invites applications for the position of President of Snead State Community College. The College serves approximately 1,557 FTE students with a staff of 76 full-time employees, including a faculty of 37.

Candidates must have successful administrative experience, including a minimum of 5 years' full-time administrative experience in a two-year college at the dean's level or above or the equivalent and a minimum of a master's degree (an earned doctorate is desired) with experience and knowledge of the role of a community college.

The successful candidate must possess the following educational philosophy:

- Strong commitment to the community college concept of quality education.
- Strong commitment to the professional development of faculty and staff.
- Strong commitment to the offering of programs that are relevant to the current needs of business and industry.
- Student-oriented in the sense of recognizing that all aspects of the college exist to facilitate learning and student development, so that the student obtains a level of competencies and is kept informed of progress.

The Alabama State Board of Education seeks an individual with the following characteristics:

- Demonstrated sensitivity to all facets of the community, including the needs of the various groups of which it is comprised.
- Demonstrated ability to communicate well, both orally and in writing.
- Demonstrated ability to work as a team member, including all segments of the college faculty, staff, students, and governing boards.
- Demonstrated leadership, decision-making and coordinating abilities in the college and community.
- Demonstrated ability to project a positive public image.
- Demonstrated knowledge of academic transfer programs and evidence of ability to work with four-year institutions.

Applications should be submitted to:

Presidential Search Committee
Dr. Fred Gainous, Chancellor
Alabama Department of Postsecondary Education
Division of Legal and Human Resources
401 Adams Avenue, Suite 710
Montgomery, Alabama 36104.

Applicants must submit an official presidential application form and a comprehensive resume or curriculum vitae, names and addresses of at least five references, and addresses of current and immediate past employers. Finalists will be required to furnish official college transcripts, health medical examination report, credit report, and criminal records check report. Finalists must also submit to a fingerprint examination by the Alabama Bureau of Investigation. Applications and all supportive material must be postmarked by October 4, 1996. The successful candidate must be available to assume the position within a reasonable time. Selection process subject to Alabama Sunshine Law.

The ALABAMA STATE BOARD OF EDUCATION is an equal opportunity employer and is seeking applications in particular from black persons and women, including black women.

ASSISTANT VICE-PRESIDENT

EDUCATIONAL AFFAIRS

THE POSITION is responsible for the leadership and supervision of all programs and services at extension sites and campuses, and the Instructional Performing Arts building. In addition, the Assistant VP must provide staff support to the Office of Vice-President of Educational Affairs in areas including, but not limited to: serving as the Transfer Coordinator, developing programs of study and workforce development initiatives, directing full and part-time faculty evaluation, supervising course/college catalog development, and participating in the planning process of college goals/objectives.

QUALIFICATIONS include a Master's Degree, significant and successful experience in either higher education administration, program coordination, or teaching (preferably in a community college setting) and excellent interpersonal and communication skills, both oral and written. Development of career programs and workforce development initiatives, management, supervisory, and budgetary experience desired.

COLLEGE OF LAKE COUNTY is a progressive two-year community college located midway between Chicago, IL and Milwaukee, WI in the growing metropolitan area of Lake County. The college has an approximate enrollment of 15,000 full and part-time students and offers a wide range of career and transfer programs in various disciplines.

FOR FULL CONSIDERATION submit letter of interest, resume, application, (3) three letters of reference, and official transcripts by October 25, 1996 to:

The College of Lake County
Attn: Personnel Office
19351 W. Washington St.
Grayslake, IL 60030-1198

CLC is an Equal Opportunity/Affirmative Action employer and encourages the application of women, minorities, and persons with disabilities. Visit our website at http://www.clc.cc.il.us/

FOOTHILL COLLEGE

DEAN, BUSINESS & SOCIAL SCIENCES

Foothill College, located 40 miles south of San Francisco and in the heart of Silicon Valley, is now accepting applications for the Dean, Business and Social Sciences. The position is responsible for the vision and leadership in the areas of curriculum quality, personnel management, and financial accountability. The division includes Accounting, Advertising, Anthropology, Business, International Studies, Child Development, Economics, Geography, History, Philosophy, Political Science, Psychology, Real Estate, Sociology, Social Science, Travel Careers, Women's Studies. Master's degree or equivalent required.

Application materials may be obtained from:

Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, California 94022
(415) 949-6217 or
E-Mail: cms6438@mercury.fhda.edu

A resume or vita may not be substituted for a completed application. Job #97024. Review Date: 10/25/96.

AA/EOE

DEAN, COLLEGE OF ARTS & SCIENCES

Applications and nominations are invited for the position of Dean of the College of Arts and Sciences at the University of Missouri-Rolla. As chief academic and administrative officer of the College, the dean reports to the chancellor and fulfills the following duties:

- provides academic leadership for the College in fulfilling its teaching, research and service missions
- assists in the recruitment, development and retention of superior faculty, staff, and administrative leadership for the College
- allocates resources and evaluates programs within the College
- shares responsibility with other academic administrators for the academic quality of all degree programs on campus
- represents the College to others on and off campus, e.g., in the recruitment of students
- leads the College effort to develop private resources, in cooperation with the Vice Chancellor for University Advancement
- participates with other senior administrative leaders in campus planning and decision making

The University of Missouri-Rolla is the state's leading institution of engineering and science. The College of Arts and Sciences includes departments of Chemistry, Computer Science, Economics, English, History and Political Science, Life Sciences, Mathematics and Statistics, Philosophy and Liberal Arts, Physical Education and Recreation, Physics, Psychology, the Army and Air Force ROTC programs, the Center for Environmental Science and Technology, the Management Systems Program, the Oral Communication Center, the Regional Professional Development Center, and the Writing Center.

The candidate's academic credentials must qualify the individual for a tenured position as full professor in a department within the College of Arts and Sciences. Salary is commensurate with experience and qualifications. Applications with a comprehensive resume and the names, addresses, and telephone numbers of five references should be sent to:

Dr. Paula Lutz, Chair
Search Committee for the Arts & Sciences Dean
College of Arts & Sciences
121 Fulton
University of Missouri-Rolla
Rolla, MO 65409-1130

Applications and nominations will be reviewed beginning October 1, 1996. Applications will be accepted until a candidate is selected. The University of Missouri-Rolla is an Affirmative Action/Equal Opportunity Employer committed to increasing diversity in its administration. Applications from women and minorities are solicited and strongly encouraged.

Dean of Students Division of Campus Life

EMORY UNIVERSITY

Emory University invites applications and seeks nominations for the new position of Dean of Students. The Dean reports directly to the Vice-President and Dean for Campus Life and is a senior member of the University's leadership team. The Dean of Students fulfills an integral role in leading the entire University constituency in developing a healthy community where every person can thrive and feel appreciated.

The Dean oversees a variety of departments and programs, including the Office of Multicultural Programs and Services, the Lesbian/Gay/Bisexual Life Office, the International Student and Scholar Programs Office, the Office of Student Conduct, and the Office of Student Development. As a primary member of the Vice-President's senior staff, the Dean represents the Divison of Campus Life on numerous significant University committees. The Dean regularly collaborates with the Department of Residential Services, the Counseling Center, the Office of Student Activities, the Office of New Student Orientation, and the Office of Greek Life. In addition, the Dean works with members of the academic administration, including the deans of the various graduate and professional schools of the University.

Due to the considerable complexity of the duties performed, the successful candidate must possess a doctorate and a minimum of seven years of experience in student affairs administration in higher education, including substantive experience in supervisory assignments. The scope of the psotions's oversight requires expertise in assessing budgetary and resources needs, in recruiting and motivating staff, in developing programmatic models for contemporary campus issues, and in coordinating a campus crisis intervention program. The position requires knowledge of student affairs practices, theories, and management; superior interpersonal and communication skills; demonstrated leadership ability; and effectiveness working with an ideologically and ethnically diverse student population.

Letters of application and/or nominations, curriculum vitae, or resumes, and the names and addresses of three references should be sent to: **Dr. Frances Lucas-Tauchar, Vice-President and Dean for Campus Life, Drawer PP, Campus Life, Emory University, Atlanta, GA 30322.** Reviews of Applications will begin October 7, 1996 and will continue until a suitable candidate is selected. January 1997 is the anticipated beginning date of the position. Emory University is an affirmative action/equal opportunity employer. Minorities and women are encouraged to apply.

ASSISTANT VICE PRESIDENT AND DIRECTOR OF UNIVERSITY RISK MANAGEMENT

UNIVERSITY OF COLORADO

The University of Colorado announces the search for a new Assistant Vice President and Director of University Risk Management.

The Assistant Vice President and Director of University Risk Management will be responsible for the overall management and direction of the risk management program. The individual selected for this executive level position will have the vision, leadership, and interpersonal skills necessary to develop the risk management program as an integral part of all University management activities.

The University of Colorado encompasses four campuses: University of Colorado - Boulder, University of Colorado - Colorado Springs, University of Colorado - Denver, and University of Colorado - Health Sciences Center. The University enrolls over 44,000 students and has an annual operating budget of $1.1 billion.

Applications, nominations, and expressions of interest will be accepted until the position is filled. To assure optimal consideration, however, interested parties are encouraged to submit their materials as soon as possible.

Please send all correspondence to:

R. William Funk
Managing Director, Education Practice
Korn/Ferry International
3232 Lincoln Plaza
Dallas, Texas 75201
Fax: (214) 954-4392
ATTN: UC-RM

The University of Colorado strongly supports the principle of diversity. We are interested in receiving applications from women, ethnic minorities, persons with disabilities, veterans, and veterans of the Vietnam era.

BEST COPY AVAILABLE

R·I·T ROCHESTER INSTITUTE OF TECHNOLOGY

DEAN
OF THE COLLEGE OF BUSINESS

RIT is a private, technological university comprised of seven colleges, with an enrollment of 12,000 students, a balanced budget, and an endowment of $300 million. RIT's degree programs emphasize career education, and students typically participate in cooperative work experience as a part of their studies.

The Dean of the College of Business is the executive officer of that college and reports to the Provost/Vice President for Academic Affairs. The dean oversees a college that provides undergraduate majors in accounting, finance, information systems, international business, management, marketing, and photographic marketing management. At the graduate level, the college offers MBA and Executive MBA programs, three MS degrees (finance, international business, and manufacturing management & leadership), and a Czech Republic-based MBA through the U.S. Business School in Prague. The college has 700 undergraduate and 500 graduate students and 40 faculty, including two endowed chairs. The college is accredited by AACSB and is one of only two universities to receive national recognition in quality competitions sponsored by IBM and Motorola. It is the home of the RIT-*USA TODAY* Quality Cup Awards. *U.S. News & World Report* ranks RIT among the top 50 undergraduate business schools in the U.S.

Responsibilities of the Dean:

- Presides as chief academic, fiscal, and administrative officer of the college, providing leadership and vision that leverage the college's strengths.
- In consultation with the faculty:

  – Develops long-range plans that ensure the continued vitality and strategic focus of the college;

  – Promotes continued excellence in teaching, scholarly activities, research, and service;

  – Supports and promotes enrollment management activities;

  – and Manages curriculum development and academic and co-op programs, updating and implementing policies and procedures that sustain excellence.
- Represents the college within and beyond RIT, generating financial and broader support for the college; helps formulate university-wide academic policy as member of Deans' Council.

Qualifications:

- Doctorate in an appropriate discipline and a record of professional and intellectual accomplishments.
- Record of effective leadership, including work with faculty, other administrators and the broader community.
- Experience in securing funding for educational and research purposes.
- Ability to sustain the college's commitment to cultural diversity, pluralism and individual differences.

Review of applications will begin immediately and continue until the position is filled. Nominations and applications with resumes should be sent to:

Search Committee for the Dean of the College of Business
Office of the Provost, George Eastman Building
Rochester Institute of Technology
6 Lomb Memorial Drive
Rochester, NY 14623-5604

Minority and women candidates are encouraged to apply.
RIT is an EEO/AA employer.

BENNINGTON
COLLEGE

DEAN
OF THE COLLEGE

Bennington College invites nominations and applications for the position of Dean of the College. The Dean is the chief academic officer of the College and reports to the President.

THE COLLEGE

Bennington College, a small liberal arts college distinguished for its pioneering initiatives in higher education, is located 180 miles north of New York City and 160 miles northwest of Boston on 550 acres between the Green Mountains and the Taconic Range, in Bennington, Vermont. The College was founded in 1932 and enrolls a national and international student body of approximately 550 full-time undergraduates and graduates.

THE POSITION

The Dean provides leadership and support for the academic life of the College; focuses its intellectual and educational directions; represents the interests of the College both internally and externally; provides leadership in monitoring, planning and implementing academic programs and administers the academic budget of the College.

QUALIFICATIONS

Substantial senior-level administrative experience, preferably in an academic setting; a profound commitment to liberal education; in-depth accomplishment within a liberal arts discipline or within the visual and performing arts.

COMPENSATION

Compensation will be competitive, and it will be commensurate with the experience and qualifications of the person selected.

APPLICATIONS & NOMINATIONS

Applications and nominations will be accepted until a suitable candidate is selected. Applications must include a letter of interest, a curriculum vitae, and the names of at least three references. The references will not be contacted without the consent of the applicant. Send nominations and applications to: Wendy Hirsch, Assistant to the President, Bennington College, Bennington, VT 05201.

Mississippi State UNIVERSITY

Director Of Housing And Residence Life

SEARCH EXTENDED

The Director of Housing and Residence Life supervises a residence hall system with a capacity of 4,000 students. **Responsibilities include:** the administration, supervision, and fiscal and facility management; development of programs; recruitment, selection and evaluation of professional staff. This position reports directly to the Assistant Vice President for Student Affairs and participates in the overall leadership of the Division of Student Affairs. **Experience:** Significant work experience in housing administration, planning, budgeting, staff selection, training, and supervision in a residence life program. **Educational requirements:** Master's required. Ph.D., Ed.D. preferred in student personnel, counseling, educational leadership, or related behavioral science. **Application Deadline:** November 1, 1996 or until position is filled. Salary is competitive. **Estimated starting date:** January 1, 1997. Applicants should submit a letter of application, resume, and the names, addresses and telephone numbers of five references to Chair, Director of Housing and Residence Life Search Committee, Drawer DS, Mississippi State, Mississippi 39762.

Mississippi State University is an Equal Opportunity/Affirmative Action Employer

---

• — MESSIAH COLLEGE — •

GRANTHAM, PENNSYLVANIA

DEAN OF STUDENTS

As Chief Student Life Officer of the College, the Dean of Students is responsible to effectively lead all aspects of student life, including building strong relationships between cocurricular and curricular programs, supervising staff effectively, fostering a collegial and nurturing environment, contributing to multi-cultural and gender understanding and enhancing the Christian identity of the College. The Dean of Students reports to the Provost and serves on the President's Cabinet.

Applicants should have an earned doctorate and relevant experience in higher education. Experience in a Christian residential college is highly desirable.

Messiah College is a selective Christian college of the liberal and applied arts and sciences enrolling over 2,400 undergraduate students. The College is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian Church. Our mission is to educate women and men toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society. Messiah College is a teaching institution which emphasizes instruction but also values research and public service.

Nominations and applications should be submitted as soon as possible. Review of candidates will begin October 25, however applications will be received until the position is filled. Starting date for the position is expected to be July 1, 1997.

Applicants should provide a comprehensive curriculum vitae, three letters of reference and a letter of application. The letters should summarize their interest in the college, qualifications for the position and relevant experience. Applicants should also provide brief statements of personal faith and student development philosophy. References should speak to the applicant's academic background, faith commitments, experience, administrative ability, leadership style, and ability to work with a wide variety of people.

Women and minorities are especially encouraged to apply. Please address all inquiries, applications and nominations to:

Ms. Nancy Florey
Director of Human Resources
Messiah College
Grantham, PA 17027
(717) 766-2511, Extension 3320
Internet: nflorey@mcis.messiah.edu

DEAN, COLLEGE OF BUSINESS ADMINISTRATION

UNIVERSITY OF NEBRASKA-LINCOLN

The University of Nebraska-Lincoln (UNL) invites applications and nominations for the position of Dean of the College of Business Administration. Reporting to the Senior Vice Chancellor for Academic Affairs, the successful candidate will be expected to provide leadership in strengthening the degree programs, the research contributions, and the outreach activities of the College and to position the College for greater national prominence. An earned doctorate degree in Business or Economics or a closely related field and eligibility for the rank of full professor with tenure in one of the academic departments of the College is preferred. Candidates must demonstrate an understanding of an ability to lead an academic College within a University committed to shared governance. Ordinarily this would be demonstrated by several years of proven administrative experience and strong leadership in positions of increasing responsibility in higher education, but experience in the private sector or government will be considered. The Search Committee will place special emphasis on the ability of a candidate to demonstrate: a sense of the future direction of business education; a commitment to the missions of a land-grant University; an appreciation of the opportunities and challenges created by new technology in both resident and distance education; the talent to relate to the various constituencies of the College including the private sector; fundamental management skills related to planning, collaboration, budgeting, outcome assessment, and human resources; a commitment to diversity; and the intelligence, energy, and skill to lead the College to higher levels of excellence.

The College was a charter member of AACSB. In addition to a strong undergraduate and master's programs, it has the state's only doctoral program in business, and has statewide research and outreach responsibilities. The Dean is responsible for oversight and administration of all activities of the College and supervision of 67 faculty in five departments (Accounting, Economics, Finance, Management, and Marketing.) Additional programs include Actuarial Science and supervision of the Bureau of Business Research. Outreach activities include distance delivery of MBA program in sites across the state. A joint program in Agri-Business is conducted with the College of Agriculture and Natural Resources. The college has approximately 2700 undergraduate students and 300 graduate students in masters and doctoral programs. The Dean is responsible for making and maintaining strong ties with businesses in the state and with alumni and friends of the College.

As the largest educational institution in the state, UNL, since its founding in 1869, has a long and distinguished tradition of land-grant involvement. UNL is an AAU institution and a Carnegie I Research institution. There are 10 undergraduate and professional colleges and a wide range of graduate programs. Approximately 25,000 students attend UNL. There are 20 doctoral programs, 59 masters programs, 130 undergraduate sequences and 14 pre-professional areas of study. The Colleges are Architecture, Law, Business Administration, Arts and Sciences, Teachers, Engineering and Technology, Agricultural Sciences and Natural Resources, Human Resources and Family Sciences, Journalism, and Fine and Performing Arts.

Screening of nominees and applicants will begin in October and will continue until the position is filled. The preferred starting date for this position is January, 1997, but a later date would be considered. Persons interested in becoming candidates should forward a letter of interest and an up-to-date resume with at least three references. Nominations and applications should be sent to:

Search Committee, Dean of the College of Business Administration
Harvey S. Perlman, Chair
P.O. Box 830902
103 Ross McCollum Hall
University of Nebraska-Lincoln
Lincoln, NE 68583-0902
Telephone: (402) 472-2161
FAX: (402) 472-5185
e-mail: hperlman@unlinfo.unl.edu

The University of Nebraska-Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the American with Disabilities Act.

BEST COPY AVAILABLE

ST. CLOUD STATE
UNIVERSITY
A tradition of excellence and opportunity

ACADEMIC DEANS

COLLEGE OF EDUCATION
COLLEGE OF FINE ARTS AND HUMANITIES

St. Cloud State University invites nominations and applications for two academic dean positions: College of Education and College of Fine Arts and Humanities.

Responsibilities: Academic deans' primary functions involve providing leadership, planning, coordination and management relative to all personnel, programs and services of their respective colleges. Characteristic duties include: (1) foster positive dynamic environment for teaching, research, and/or creative activity and service; (2) support the continuing development and improvement of curricula and programs and their accreditations; (3) make recommendations relative to all college personnel matters; (4) determine fiscal and personnel needs and allocate resources within the college; (5) obtain external funding; and (6) administer collective bargaining agreements and other state and federal regulations affecting the program administration of the college.

COLLEGE OF EDUCATION (Search Extended)

College: The College of Education is organized into eight departments with approximately 140 faculty: Applied Psychology; Child and Family Studies; Educational Administration and Leadership; Health, Physical Education, Recreation and Sport Science; Human Relations; Information Media; Special Education; and Teacher Development. The College is accredited by the National Council of Accreditation for Teacher Education.

Qualifications: Doctorate in appropriate field in education. Minimum of three years' experience in early care, elementary or secondary education and a minimum of five years' experience in higher education, including teaching and administrative experiences. Evidence of democratic and participatory leadership style; experience in a collective bargaining environment desirable. Demonstrated support for effective teaching and a broad interpretation of other scholarly and creative activities; knowledge of and advocacy for preK-16 partnerships, external funding, grants and fund-raising; and commitment to concepts of affirmative action and cultural diversity.

COLLEGE OF FINE ARTS AND HUMANITIES

College: The College is organized into nine departments with approximately 145 faculty: Art; Communication Disorders; English; Foreign Languages; Mass Communications; Music; Philosophy; Speech Communication; Theatre.

Qualifications: Terminal degree in appropriate discipline: Ph.D., MFA, Ed.D. Minimum of 10 years' experience in higher education with a record of successful experience in teaching, scholarly activity and administration. Effective interpersonal and communication skills. Evidence of democratic and participatory leadership style; experience in a collective bargaining environment desirable. Demonstrated support for effective teaching and a broad interpretation of other scholarly and creative activities. Commitment to concepts of affirmative action and cultural diversity. Knowledge of external funding, grants, and fund-raising.

The University: St. Cloud State University is the largest of the 38 colleges and universities that make up Minnesota State Colleges and Universities (MnSCU). SCSU's student body totals approximately 14,000, which includes more than 1,600 graduate students. The students are served by 650 faculty, who teach in academic programs offered through the Colleges of Business, Education, Fine Arts and Humanities, Science and Technology and Social Sciences. As a comprehensive state university, SCSU awards bachelor's and master's degrees as well as an educational doctoral program in cooperation with the University of Minnesota. All SCSU's programs are fully accredited by the North Central Association of Colleges and Schools. Many programs and collegiate units have achieved additional national accreditation, providing further assurances of strong academic standards for students. Further information about St. Cloud State University is available at the university's web site: http://www.stcloud.msus.edu/

The Community: Located in the center of Minnesota, the cultural center of Minneapolis and St. Paul is one hour south, and the nationally known outdoor recreational opportunities of Minnesota's lakes, forests and wilderness regions are one hour north. Situated on the beautiful Mississippi River, St. Cloud continues to be one of the fastest growing cities in Minnesota with a metropolitan area population of more than 100,000. St. Cloud serves as a regional health care and retail center. The area includes several educational institutions in addition to SCSU: St. John's University, the College of St. Benedict, and St. Cloud Technical College.

Starting Date: July 1, 1997

Application Process: Applicant screening will begin on November 1, 1996 and continue until a suitable candidate is identified. To apply, candidates should submit a letter of interest specifically addressing the responsibilities and qualifications, a curriculum vitae, and 3-5 names, addresses and telephone numbers of current references who can specifically comment on the candidate's ability, experience, and professional preparation. Semi-finalists may be asked to submit additional application materials.

Please direct all nominations and applications to:

Dean of the College of Education Search or
Dean of the College of Fine Arts and Humanities Search
c/o Vice President for Academic Affairs
St. Cloud State University
720 - 4th Avenue South
St. Cloud, Mn 56301-4498

SCSU is committed to a policy of nondiscrimination in employment and education opportunities. We recognize that the future of our nation and its higher education system depends on our abilities to educate a diverse student body and we welcome applications from people of protected classes.

UNIVERSITY OF
Miami

DEAN
OF THE GRADUATE SCHOOL OF INTERNATIONAL STUDIES

The University of Miami invites nominations and applications for the position of Dean of the Graduate School of International Studies. The School offers interdisciplinary instruction programs in International Affairs and Inter-American Studies leading to the Ph.D. and Master's degrees and is instituting a strong professional Master's program. The Graduate School of International Studies is composed of eleven full-time core faculty and 150 graduate students, mostly at the M.A. level.

The school brings together core and participating faculty from relevant social science disciplines. Its curriculum includes such areas as international relations theory, security and conflict, economics, and foreign policy and Latin American, European, Post-Soviet, and Middle-Eastern studies.

The successful candidate will be an active scholar and an experienced teacher. He or she will have demonstrated administrative skills and the ability to work with and lead faculty with a commitment to collegiality. The Dean will be key to international studies development throughout the University of Miami. The University's location and the research orientation of many of the School's faculty, as well as the presence and research activities of the University's North-South Center, have made studies of Latin American and Caribbean politics and economics particularly relevant. Applications from scholars with wider experience are also encouraged.

Applications should include a current curriculum vitae and a brief statement of the candidate's educational and administrative philosophy. Review of applications and nominations will begin on November 1, 1996, and will continue until a dean is appointed.

Letters of application and nomination should be sent to:

William Hipp
Dean, School of Music
Chair, GSIS Dean Search Committee
P.O. Box 248165
Coral Gables, FL 33124-7610
Phone 305-284-2241; Fax 305-284-6475.

An equal opportunity, affirmative action employer, drug free workplace

• — MESSIAH COLLEGE — •

GRANTHAM, PENNSYLVANIA

ACADEMIC DEAN

The Academic Dean provides leadership and support for the faculty and all curricular programs. As chief academic officer the Academic Dean must be committed to developing excellent teaching and encouraging scholarly and creative activity fostering a collegial and collaborative form of faculty governance connecting curricular and cocurricular educational programs, and enhancing the Christian identity of the College. The Academic Dean reports to the Provost and serves on the President's Cabinet.

Applicants should have an earned doctorate and relevant experience in higher education, and be able to facilitate cultural, ethnic and gender diversity on the campus.

Messiah College is a selective Christian college of the liberal and applied arts and sciences enrolling over 2,400 undergraduate students. The College is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian Church. Our mission is to educate women and men toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society. Messiah College is a teaching institution which emphasizes instruction but also values research and public service.

Nominations and applications should be submitted as soon as possible. Review of candidates will begin October 25, however applications will be received until the position is filled. Starting date for the position is expected to be July 1, 1997.

Applicants should provide a letter summarizing their interest in the College and their qualifications for the Academic Dean position, a comprehensive curriculum vitae, a brief statement of educational philosophy, a brief statement of personal faith, and at least three letters of reference.

Women and minorities are especially encouraged to apply. Please address all inquiries, applications and nominations to:

Ms. Nancy Florey
Director of Human Resources
Messiah College
Grantham, PA 17027
(717) 766-2511, Extension 3320
Internet: nflorey@mcis.messiah.edu

DEAN

COLLEGE OF OCEAN AND FISHERY SCIENCES

UNIVERSITY OF WASHINGTON

Applications and nominations are invited for the position of Dean, College of Ocean and Fishery Sciences. The University of Washington is the largest public university in the northwest region, with an orientation towards undergraduate and graduate education and research. The College of Ocean and Fishery Sciences comprises five of the major units of the University in the marine and fresh water sciences. These include the Schools of Fisheries, Oceanography and Marine Affairs, the Applied Physics Laboratory, and the Washington Sea Grant Program. The College is one of the largest of its kind in the United States. In 1996 it had an enrollment of 190 undergraduate and 270 graduate students, a faculty of 190 and a total research and instructional budget of $55 million. As a part of its teaching and research mission, the College manages UNOLS research vessels, maintains several freshwater and marine research facilities, and is planning construction of major new buildings for Oceanography and Fisheries to be completed by 2000. The College also anticipates a growing role in the expansion of the University's undergraduate environmental education program.

Desired qualifications of the Dean include an earned doctorate, an established reputation as a basic or applied scientist, a strong commitment to teaching, and proven skills in leading a complex, multidisciplinary organization. The Dean should also be able to represent the College to a variety of professional and community organizations. Salary is open and negotiable.

Deadline for nominations and applications: December 15, 1996

Anticipated starting date: July 1, 1997

Nominations or applications with resumes should be sent to:

Dean Allen D. Glenn
Chair, Advisory Committee
Dean of the College of Ocean and Fishery Sciences
University of Washington
222 Miller Hall, Box 353600
Seattle, Washington 98915-3600
ATTENTION: Ms. Maggie Patterson

The University of Washington is building a culturally diverse faculty and strongly encourages applications from female and minority candidates. The University is an Equal Opportunity, Affirmative Action employer.

COLLEGE OF FINE ARTS

OHIO UNIVERSITY
ATHENS, OHIO

Applications and nominations are invited for the position of Dean of the College of Fine Arts at Ohio University, for appointment effective July 1, 1997.

Position Description

The College of Fine Arts, which includes the Schools of Art, Comparative Arts, Dance, Film, Music and Theater, offers programs of study leading to the B.F.A., B.M., M.M., M.A., M.F.A., and Ph.D. degrees. The successful candidate will serve as chief administrator for the College which includes 90 full-time faculty, 850 undergraduate and 250 graduate students. The College contributes to the university's cultural life and general education program with a wide variety of performances, exhibitions, concerts, film screenings, and undergraduate courses. Reporting to the provost, the dean represents the College to all of its constituencies, and is responsible for the oversight of degree programs, the budget, long-range planning, fund raising, and faculty development. The dean must be committed to excellence in the arts, and offer active support for faculty teaching, creative activity, and research. The dean is expected to lead the College into the next century and to enhance the arts and arts education in the region.

Qualifications

Candidates must possess an earned doctorate, M.F.A., or comparable professional experience in the fine arts, and credentials for a tenured appointment at the rank of full professor. Demonstrated success in administration is expected. The annual salary is competitive and commensurate with background and experience.

Institution and Setting

Ohio University is a state-assisted residential Research II university located in the scenic Appalachian foothills 75 miles southeast of Columbus. Chartered in 1804, it is the oldest university in the Northwest Territory. Enrollment on the Athens Campus is currently 19,700 students with another 8,200 students on five regional campuses. It offers bachelor's degrees in 92 fields, master's degrees in 48 fields, and doctoral degrees in 28 fields. First-year students average at the 75th percentile nationally in g.p.a., class rank, and standardized test scores. Though students are predominately from Ohio, the university enrolls students from all 50 states and from more than 100 countries. The total budget for 1996-97 exceeds $340 million. Further information is available at the university web site: http://www.ohiou.edu.

Application Process

Applicants must submit a letter of application that specifies background, qualifications, and perspectives he/she would bring to the position: a comprehensive vita; names, addresses, and telephone numbers of five references. Review of applications will begin November 1, 1996 and continue until the position is filled. Please send materials to:

Professor Jessica Haigney
Fine Arts Dean Search Committee
306 Cutler Hall
Ohio University
Athens, OH 45701-2979
E-Mail: cfadeansrch@ouvaxa.cats.ohiou.edu

Ohio University is an Equal Opportunity/Affirmative Action Employer

BEST COPY AVAILABLE

UtahState
UNIVERSITY

HEAD DEPT OF ECONOMICS

A faculty of 24, 7 of whom were hired during the past three years, with prospects for further hires. Responsibilities include the administration of a diverse faculty involved in teaching, research, cooperative extension and service, promotion of inter- and intradepartmental collaboration, determination of departmental directions and thrusts, interaction with governmental agencies, private industry groups and other clientele, providing leadership to bring regional, national and international recognition to the department, and maintaining an exemplary teaching or research or extension program or a combination of these.

Qualifications: A Ph.D. from an accredited University in Economics or Agricultural Economics, evidence of leadership and the ability to administer a university department, evidence of excellence in teaching, research and professional service and the ability to work with University administrators, faculty, staff and students. International experience and a record of extramural funding will receive favorable consideration. This is a 12-month tenured position at the rank of professor. Applications will be accepted until 15 November 1996, or until a suitable candidate is found. The projected starting date is 1 July 1997.

To apply: Submit a letter of application, resume and have three letters of reference sent to **Dr. Grant Vest, Chair, Search and Screening Committee, Utah Agricultural Experiment Station, Utah State University, Logan, UT 84322-4810**; (801)797-0880, Fax (801)797-3376, E-mail grant@agx.usu.edu. Additional information can be found by accessing http://www.usu.edu/persinfo/jobs.htm. Utah State University is an AA/EO Employer.

DIRECTOR OF FACILITIES MANAGEMENT

California State University, Long Beach

Salary Range: Negotiable

Applications are invited for the position of Director of Facilities Management at California State University, Long Beach. Outstanding opportunity for individual with progressively responsible experience in Facilities Operation and Management. The University consists of approximately 80 buildings, with over 3 million square feet on 320 acres.

The University is seeking highly qualified candidates with a successful record of progressively responsible positions with at least five years of successful experience in leading a complex facilities operation, thorough understanding of the organizations complexities and human dynamics of modern urban Universities, experience in managing a large complex budget; understanding and experience in post-secondary employee relations; understanding of the workings of buildings, building systems, maintenance repair of large complex buildings, grounds, etc., and the implications of technology; excellent interpersonal and communication skills; evidence of innovation and creativity in previous employment; sensitivity and ability to work cooperatively with diverse groups, and a strong commitment to quality and customer satisfaction.

Applicants should send a cover letter, resume, and names, addresses and phone numbers of three references to:

California State University, Long Beach
Office of Staff Personnel / Job #576
1250 Bellflower Boulevard
Long Beach, California 90840

The Screening Committee will begin to review resumes immediately and will accept applications until November 4, 1996.

An AA/EEO Employer

DEAN

COLLEGE OF ARTS AND SCIENCES

Nominations and Applications are invited for the position of Dean of the College of Arts and Sciences. The Dean, who is the chief academic officer of the college and reports to the Provost, will be a person of leadership and vision who can promote strong working relationships and a commitment to shared educational goals and objectives within a diverse faculty.

Candidates should have the following qualifications:

- **an earned doctorate in one of the Arts and Sciences disciplines, a distinguished record of scholarly research and teaching, and be eligible for appointment at the rank of professor;**
- **a demonstrated record of innovative administrative leadership and achievements in progressively responsible positions;**
- **effective interpersonal, organizational, and communication skills**
- **evidence of commitment and success in furthering the principles of equal opportunity, affirmative action, and cultural diversity;**
- **a knowledge of higher education issues and fiscal management procedures;**
- **a proven record of budget experience, grant writing, and fundraising**

Application materials must include a letter of application, a current curriculum vitae, a statement of educational philosophy and leadership style, and the names, positions, addresses and telephone numbers of four current professional references. The position is available January 1, 1997. Screening will begin October 21, 1996 although applications and inquires should be address to **Dr. Robert Gilmore, Chair, Dean's Search Committee, College of Arts & Sciences, Drexel University, Philadelphia, PA 19104.**

Further details are available on our Web Page at Http://www.COAS.drexel.edu

Drexel is an Equal Opportunity, Affirmative Action Employer and actively seeks applications from qualified women and minority candidates.

DREXEL
UNIVERSITY

CHAIR

DEPARTMENT OF COUNSELOR EDUCATION AND HUMAN SERVICES

Context: The University of Dayton School of Education invites applications and nominations for the position of Chair of the Department of Counselor Education and Human Services. The department offers Master's degree programs and service courses for certification/licensure; in addition, the School offers a Ph.D. in Educational Leadership which includes an interdisciplinary concentration. The applicant must have a commitment to Catholic and public schools and social agencies and the ability to communicate effectively with internal and external constituencies of the School of Education. The department is seeking a visionary leader able to implement innovative ideas in the development of technology/distance learning, and to lead the department in curriculum revision and scholarly productivity necessary for CACREP accreditation. The University of Dayton is a private, Catholic University founded by the Society of Mary in 1850. The School of Education is known for interdisciplinary programs, the promotion of community, and the commitment to just and caring human services.

Qualifications: The successful candidate will have: CACREP prerequisites (doctoral degree in counselor education or a closely related field, relevant professional experience, and appropriate memberships, certifications, and/or licenses); evidence of scholarly achievement such as extensive publications and funded proposals; national leadership; successful leadership experience in transforming higher education programs; successful teaching and supervision of practica/internships; a record of embracing diversity in internal and external constituencies while fostering collaborative working relationships; and the ability to further the Marianist principles of service, faith, life-long comprehensive learning, community, and education for adaptation and change. Because this is a senior level position, the chair will be appointed as an Associate or Full Professor. Salary is competitive.

Responsibilities: Leading and managing extensive programs; reinforcing and modeling a meaningful research agenda; fostering collaborative research across the Department, School and University; maintaining and enhancing relationships with professional associations, agencies, and schools; extending the interactions between and among faculty, alumni, students, and associates; coordinating on- and off-campus programs.

Screening of applications will begin in October and continue until the position is filled. A letter of application, full curriculum vitae, and the names, addresses, fax and phone numbers of at least three references should be submitted to:

Dr. Patricia F. First
Dean, School of Education
University of Dayton
300 College Park
Dayton, OH 45469-0510
Phone (513) 229-3146 / Fax (513) 229-3199
Email: first@keiko.udayton.edu

Further information may be obtained from the Chair of the Search Committee, Dr. James Biddle, Associate Dean, at the above address or phone (513) 229-3341; E: biddle@keiko.udayton.edu.

THE UNIVERSITY OF DAYTON IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. Applications from individuals in populations underrepresented in counselor education are encouraged.

Northern
Michigan
University

THE COLLEGE OF BUSINESS

seeks applicants for a tenure-track assistant professor. Teaching assignments may include office information systems, managerial communications, desktop publishing software, and other computer applications software. Additional responsibilities include advising, program development, scholarship, and service.

Applicant must possess a Doctorate in a relevant area. Related work and teaching experience desirable. Position begins August 25, 1997.

Send vita, office transcripts, and three letters of reference to

Dr. Sue Rigby
College of Business
Northern Michigan University
1401 Presque Isle Avenue
Marquette, MI 49855.

NMU is an AA/EOE.

Virginia
Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

PROGRAM DIRECTOR, WOMEN IN INTERNATIONAL DEVELOPMENT OFFICE OF INTERNATIONAL RESEARCH AND DEVELOPMENT (OIRD)

The Office of International Research and Development at Virginia Polytechnic Institute and State University (Virginia Tech) is seeking a Program Director for the University's Program on Women in International Development (WID) who has the following credentials: 1) Knowledge of gender analysis and women in international development as an academic field and scholarly expertise in development theory. A doctorate in sociology, anthropology, economics or agricultural economics is essential; 2) Extensive international experience working with donor funded projects and activities related to gender equity issues and women in development and an understanding of the connections between international and United States development issues; 3) Proven success in writing proposals for grants and contracts for development projects dealing with gender analysis and women in international development; 4) The ability to initiate and implement programs and activities related to international research and development for use both on and off campus; 5) Proven ability to develop collaborative research programs across genders and disciplines — especially arts and sciences and the agricultural and environmental sciences; 6) Demonstrated capacity to do collaborative research in gender equity analysis and women in international development in implementing Virginia Tech's donor funded projects; 7) Ability to speak and read French and/or Spanish is essential. The individual selected for the position will be housed in the OIRD. Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Individuals with disabilities desiring accommodations in the application process should notify: Dr. S.K. De Datta, International Research and Development (540-231-6338) and Virginia Telecommunications Relay Service (1-800-828-1120). **LETTERS OF APPLICATION WITH THREE LETTERS OF RECOMMENDATION SHOULD BE SENT TO:** Dr. S.K. De Datta, Director, Attention: WID Search Committee, Office of International Research and Development, Virginia Tech, 1060 Litton Reaves Hall, Blacksburg, Virginia 24061-0334. FAX: 540-231-6741. Deadline for Applications: **September 15, 1996** or until a suitable candidate is found.

Virginia Tech is an Equal Opportunity/Affirmative Action Employer.

CALIFORNIA STATE UNIVERSITY SAN MARCOS

ACHIEVING EXCELLENCE THROUGH DIVERSITY

Join us in building the university for the 21st Century.

FACULTY RECRUITMENT INFORMATION

CALIFORNIA STATE UNIVERSITY SAN MARCOS

The Campus

CSU San Marcos, the 20th campus of the California State University, is a young fast growing comprehensive campus located near San Diego. Formally established on July 1, 1989, CSU San Marcos accepted its first class of upper-division and post-baccalaureate students in the Fall of 1990 and added lower-division students in the Fall of 1995. We offer strong innovative undergraduate and graduate programs on a state of the art campus.

Our Mission

The University was founded on the guiding principle of Achieving Excellence Through Diversity. CSU San Marcos is an academic community committed to excellence in discovery, teaching, learning, and service. Our University community reflects the shared belief that individual and collective excellence can be achieved only in an environment where human diversity is valued. As such, CSU San Marcos has one of the highest faculty diversity profiles in the nation. We are seeking highly motivated individuals with our shared vision to join us in building the university for the 21st century.

Faculty Recruitment

As a new and growing University, we anticipate making future appointments in several academic fields We hope to continue in a growth mode for the next ten years and encourage present and future scholars to consider pursuing a career at CSU San Marcos.

For further information, please check our
Faculty Recruitment website @
http://www.csusm.edu/affirm_action/fac_recrut/.

Proposed search areas for 1997-1998 Faculty Appointments

College of Arts & Sciences

- Biology
- Literature & Writing Studies
- Communication
- Mathematics
- Computer Science
- Political Science
- Economics
- Psychology
- Foreign Language
- Sociology
- History
- Visual/Performing Arts
- Liberal Studies

College of Business Administration

- Decision Science/Operations Research
- Organizational Behavior
- Management Information Systems

College of Education

- Administrative Position: currently recruiting for an Associate Dean position with retreat rights to a tenure-line position in the College of Education.
- The College of education makes tenure-track appointments to teach in the undergraduate, graduate and credential programs

- Proposed search areas to be determined mid to late October 1996.

CSU SAN MARCOS IS AN AA/EO/TITLE IX EMPLOYER

The **Kansas State University-Salina engineering technology department** invites applications for a tenure-track position at the assistant or associate professor level beginning in January 1997.

KSU-Salina offers baccalaureate programs in electronic engineering technology, mechanical engineering technology, aeronautical technology, land information technology and technology management plus associate degree programs in several of these and other disciplines. The positions include responsibilities in **mechanical engineering technology** programs.

Qualifications include an M.S. in engineering or engineering technology plus three years of relevant industrial experience. Teaching in B.S. engineering technology programs is preferred, as is experience in applied research activities. Applicants should have expertise in manufacturing processes and/or CAD/CAM and be able to teach recitation and laboratory in these and other areas of mechanical engineering technology. In addition to teaching, faculty are expected to participate in scholarly activities including applied research, assist in course and curriculum development, advise students, and perform other institutional service.

Send professional references by November 15, 1996 to

Dr. Richard L. LeBoeuf
Search Committee Chair
Kansas State University-Salina
Engineering Technology Department
2409 Scanlan Ave.
Salina, KS 67401-8196

Kansas State University is an equal opportunity employer. KSU actively seeks diversity among its employees.

SADAT CHAIR ANNOUNCEMENT

The Department of Government and Politics at the University of Maryland College Park, in conjunction with its Center for International Development and Conflict Management, is pleased to announce the establishment of the **Anwar Sadat Chair for Population, Development, and Peace.** The Sadat Professor will direct a major program of research and outreach to the scholarly and policy making communities, designed to promote strategies to effect peace in troubled regions of the world plagued by protracted conflict. Through its sponsorship of research, conferences, seminars and public policy forums both within the U.S. and abroad, the Sadat Chair will be dedicated to scholarly and policy relevant analysis.

The Sadat Chair was established at the University of Maryland through the efforts of Mrs. Jehan Sadat and an international advisory board of prominent statesmen, scholars and admirers of President Sadat who wished to help promote the ideals for which Anwar Sadat worked and ultimately gave his life. The Chair will be housed in the department's Center for International Development and Conflict Management, internationally recognized for its work on protracted conflict resolution. The Sadat Chair will work closely with other Center programs which include the Global Events Data Set and the Minorities at Risk/Early Warning project.

The Sadat Chair Professor will hold a tenured professorial appointment in the Department and must have a superior international reputation in areas such as international and communal conflict, political and economic development, and demographic aspects of international politics. The appointee will also have recognized expertise in a particular region of the world, with preference given to the Middle East. Outstanding academic credentials and/or extensive and high level policy experience will be considered important prerequisites for consideration.

In establishing the Sadat Chair at the University of Maryland at College Park, the premier research university in the Washington area, the donors were conscious of the important links which this campus maintains with the policy community. Thus, in addition to seeking an individual who gives evidence of the prospect of sustained and high level activity in his/her professional field, we seek a person who will be able to interact effectively with the Washington policy community.

Finally, we seek a dynamic person willing to make a professional and personal commitment to promoting the purposes of the Department and the Center.

Inquires concerning the Sadat Chair may be addressed to **Professor Jonathan Wilkenfeld, Chair, Sadat Chair Search Committee, Department of Government and Politics, University of Maryland, College Park, Maryland 20742, telephone (301) 405-4160, FAX (301) 314-9690 or email address jwilkenf@bss2.umd.edu.**

The Search Committee will be assisted by a 15-member International Advisory Committee for the Sadat Chair, chaired by Mrs. Jehan Sadat. The search will be international in scope, with the appointment to begin in August 1997. For best consideration, candidates should submit a letter of interest, curriculum vitae, list of at least three references, and other relevant materials by **December 31, 1996.**

The University of Maryland is an AA/EO employer

Canadian Athletes Face Harassment From Male Athletes, Coaches

Title IX has helped women athletes in the USA, but their Canadian counterparts still face an inhospitable environment, according to a recent survey by the Canadian Interuniversity Athletics Union (CIAU).

It found 57% of female athletes say male athletes have made sexist jokes or comments to them, and 17.7% of the male athletes consider athletics an "inappropriate activity" for women.

And 90% of the male athletes admit the university climate for women was "almost intolerable" at times, because women have fewer chances to get good coaches, adequate financing, games, and recognition in student newspapers.

Males seeking to retain their domination in university sports use sexual harassment as a tool to maintain their power, explained researcher Margery Holman, a kinesiology professor at the University of Windsor who conducted the survey.

They see resources becoming scarce, and don't want women to get funds at their expense, so they try to intimidate the women athletes, she said.

The survey was sent to 1,024 randomly selected athletes, and 44.6% responded, with 66.2% of respondents being women. In-depth interviews with 12 female and 12 male athletes confirmed the quantitative data.

So pervasive is the male domination that even women athletes are "apologizing for their own presence," Holman said. Some women athletes felt the men were entitled to better resources, and were waiting their turn for campus support. "But the question is: When does your turn come?" she asked.

While 57% of women athletes complained of harassment by male athletes, more than 8% said a "male athlete made forceful attempts to touch, fondle, kiss or grab me." Male coaches also made sexist comments to 10.3% of the women athletes, and their sexual harassment was more severe.

Some women said they felt pressure from male athletes not to succeed, because the males felt threatened if they did, so they had to play down their successes. "If a female is more successful than they are, then they feel inadequate, that they've failed, even if they're been successful with their personal goals," Holman said about male athletes.

In one case, a women's basketball team was far more successful on court than the men's. But students on campus didn't know it. They were much more likely to attend the men's games, found articles about the men's but not the women's teams in the campus newspaper, and were familiar only with names of male players.

"The gender harassment and climate issues are very real for our female athletes," Holman said.

The CIAU group is using the survey results to help universities set up sexual harassment policies for athletes, according to the Toronto *Globe and Mail* on August 24, 1996.

Judith Redwine, President
Black Hawk College IL

It's very useful to get people to recognize their interdependence.

Taking the reins as president at Black Hawk College in 1994, Judith Redwine rode onto a bloody battlefield. The Illinois community college of 7,500 students was torn asunder by flaring disputes with five different unions. In fact, the job ad listed the main qualification as an ability lead them through the healing process.

"There was a great deal of unrest and hurt," she sadly recalls. "When I interviewed, I told them I knew nothing about unions, but I did know how to treat people." One year to the day after her arrival, the college won an award from the state labor council for most improved workplace.

Asked how she managed it, Redwine says she "helped the unions to be strong." Why help a traditional adversary? In response, she describes a scene early on in which two women heading a union cowered on the couch in her office, shaking with fear. By treating them with respect, listening and not taking conflicts personally, she built their confidence and established good communication, and learned to understand their grievances.

"For the most part our unions have not made unreasonable demands," says Redwine, a graduate of Notre Dame with a doctorate in Educational Administration. "It's unfortunate they had to organize to get what's fair for them to have."

Working with the whole institution, listening to all sides and not throwing her weight around is Redwine's style. It's what she did in previous jobs as VP/chancellor and dean of Indiana Vocational Technical College, and before that as an academic program officer at the Indiana Commission for Higher Education.

Her forte is initiating change, not maintaining the status quo, which she admits bores her. A personal mission is creating an environment where people can grow.

"My role is to re-teach the institution its own loveliness–that's a quote out of some Zen book," says Redwine, who draws heavily on her spiritual nature. "When all is said and done, what I will have done here is to re-teach them how lovely they are."

Enough presidents to play cards

Even once the labor disputes were settled, other factors made her job overseeing the two Black Hawk campuses a bit rocky. When she started the job, she became the boss of three men who were former presidents, including the immediate past president who now teaches in the math department. Two years later, all four are still there. With good humor, Redwine notes that if all else fails, they have the right number to play a game of cards.

Her tone turns serious as she adds: "All three are fine men and I am not a person who stands on power. My power is personal power, not the power of authority that lords it over others. I have no need to treat them in any other way than with respect and warmth."

That's how Redwine approaches leadership, stressing that a strong leader must have a vision and "ignite other people's passion for that vision." That ability, combined with a second important quality of humility, is what can bring people together. "There's really no place for an ego," says Redwine. "It just gets in the way."

Rejecting the boss

Her first hot seat was not at Black Hawk College. During the late 1970s, as director of elementary education undergraduate and graduate programs at Indiana University, she was on the tenure committee for her boss. Although the whole committee unanimously voted to deny him tenure, "Immediately he told me I would be without my administrative position by year's end."

But others in the university were watching; when she was stripped of her duties, a VP in continuing education asked her to work for him as director of extended programs, a higher level, full-time administrative position.

That position, she says, allowed her to make big changes in the program by extending it in many directions: weekends, sunrise sessions, night classes and off-campus programs. She developed a system to give credit for off-campus experiences: "We used to joke that anything deviant came under my office."

But expanding the program affected the whole university, and her greatest challenge was getting the others to make the changes needed to use her ideas. The after-hours programs started at different points in the year than the regular courses. The business office balked, saying it couldn't possibly take in money more than the scheduled twice a year.

These experiences gave birth to the two core philosophies she now stresses as president at Black Hawk. One is her "systems approach" that makes the university visualize itself as one interdependent unit, and the other is her adamant emphasis on community service.

Building systems

Asked what aspects of her job she likes least, Redwine pauses for a long time. Slowly, she says she hadn't counted on spending so much time developing an administrative system. It was an area where Black Hawk was weak, but she doesn't get much pleasure out of doing it.

"Policies and procedures don't really turn me on," she confesses. "But it's what this college needs. If they'd been in place, there wouldn't have been so much strife." So, as she advises women looking at advancing to do, she grabbed the opportunity to take on extra work and a new experience, and she developed a systems approach. Now, she calls it the core of her administrative philosophy and lectures on it, most recently at the Phoenix conference on "Righting the Standard."

The approach comes from science. All body systems that make life go, such as the respiratory or digestive system, are inter-related, designed to work together to accomplish what no one part could do on its own. The same, says Redwine, goes for educational institutions.

"It's very useful to get people to recognize their interdependence," she stresses. "We are all judged on how we are together. There is no place for lone rangers or all-stars in a systems-managed organization."

But what if someone with outstanding credentials and a maverick outlook applies for a job there? "I would try not to hire somebody like that because I know they would not fit," Redwine says flatly. She's been in that position with current employees and with new hires who misrepresent themselves, and she's "counseled them out." She paid for out-placement counseling and told them, without hostility, they were in the wrong place.

Critics of the systems approach claim that without shining stars to set the standards, everyone will be reduced to shared mediocrity. Redwine hasn't seen that happen: "What you get is everyone striving for excellence."

Establishing such a system starts with forcing people to see their interdependence. When someone proposes a change, they are asked how it will affect other departments: What does student services think of this? Have you connected with the budget office? "People have to know that you're not going to deal with them in isolation."

Trustees of the community

Redwine has a key goal for every student, professor, administrator and staffer at her college: Get them active in their community. It evolves from the systems approach, recognizing that what's good for an industry on the far side of town is good for the college.

"Our employees develop a sense of being trustees for their community," says Redwine. "I see myself as responsible for making the organization aware of its responsibility to the super-systems of society. I'm leading the way myself on how to connect and contribute." She's set up a Community Leadership Institute for employees and increased emphasis on community revitalization. There's no tangible incentive for getting involved; "It's just what we do here at Black Hawk College." She proudly notes Black Hawk employees lead 54 local non-profits.

She expects no less of the students. Having helped develop a student volunteerism week, she says this year a group of students and employees will likely be rehabing a house. She's also putting a service-learning component into the curriculum so that no student will graduate without a service experience.

And Redwine walks the talk. She's on the boards for United Way, the Chamber of Commerce, a local economic development group and the Boy Scouts. She also chairs the National Institute for Leadership Development (NILD) Foundation Board and was elected to the American Association of Community Colleges' Presidents Academy last year.

Good for the soul

The day after speaking with *WIHE*, Redwine was taking a solitary personal retreat to a Trappist monastery. A day spent alone thinking, meditating and setting goals provides more career leverage than taking on a new skill, she avows.

"I will think about my soul, the soul of our organization, it's evolution, what's next for it and what my role can be in that. And I also think about humanity and the grand scheme of things."

She believes in setting goals for her life, at least two or three years ahead, and then organizing herself to achieve those goals. For example, having decided she'd like to be a president, she found a way to get some experience in fundraising as a volunteer.

Where she'll go next is unclear, but it needn't be someplace larger, more prestigious or even a presidency, she says. What is essential is a chance to create an environment where people can grow. "That's my personal mission and it's never changed across my life. I think it's why I was born."

At her personal retreats she identifies the characteristics of her next job and writes down what things make her happy in a community.

"After I've written it down, I usually lose the list," says Redwine. "Several times I've found it a year or two later and I'm in the situation. But right now I'm very taken with this situation, so I don't feel the burning need to move on."

– MC

1997 National Institute for Leadership Development

Having forever changed the lives of more than 3,000 women participants, including 88 presidents and 573 VPs and deans, the NILD announces its 1997 schedule.

• Leaders Workshops

Intensive workshops help women understand themselves as people and as leaders, develop and use their abilities to become effective leaders. Cost is $795 and applications are due November 24, 1996.

January 11-17, 1997 in Phoenix AZ
March 8-14, 1997 in Nashville TN
May 17-23, 1997 in Albany NY
May 31-June 6, 1997 in San Diego CA

• Leaders for Change/Next Step

A workshop for deans and vice-presidents, and those considering moving into a presidency. Cost is $495 plus $100 for Next Step and applications are due December 20.

February 6-10, 1997 in Phoenix AZ

• Kaleidoscope

A unique gathering of women of color for professional growth and empowerment, enabling a sharing of feelings about ethnicity, power, teamwork and competition in a safe environment. Cost is $495 and applications are due February 15, 1997.

April 24-27, 1997 at DeKalb College, Atlanta GA

For a brochure and application, contact Carolyn Desjardins, NILD Executive director at (602) 285-7494, or fax (602) 285-7599. E-mail: desjardins@pc.marcopia.edu

Getting Yours: Reap the Benefits of Volunteering

By Martha Burns , President, and Linda Hartsock, CEO, Integrated Options Inc., Alexandria VA

Many women administrators in higher education often feel like a well that is constantly being tapped — by colleagues, subordinates and superiors.

It's easy to feel that if someone doesn't pump some new energy and enthusiasm back into you, you'll simply run dry of patience, creativity and energy.

Often on campus, some find themselves plateaued. We've been there, done that, at least 100 times if not 1,000. Seeking a new job is too complicated, we've been through the faculty and leadership development programs, and it's too early to retire.

A new avenue of adventure

Get active in your professional association. It brings new faces, new challenges, new authority, power and travel. You won't become national president immediately, but most associations welcome volunteers to serve in many ways. Once you get your foot in the door and show your stuff, the association is yours to conquer.

Whether it's for financial aid administrators or academic chairs, a professional association is your ticket to real-world contact with your peers, and it's a win-win arrangement.

> ***Perhaps the best fringe benefit of volunteering is the "altruistic high" that results from doing something for appreciative colleagues for the sheer satisfaction of it.***

To some, this sounds like the least plausible solution because it involves commitment of time and energy–the elements most women administrators lament are in short supply–and siphons activity away from their own campus. But for many, it's a sure cure for the "dry well" syndrome.

Why?

It provides immediate access to a deep pool from which you can draw: new perspectives on yourself and your field, new solutions to the problems to be faced on your own campus, and new relationships that provide both a springboard and safety net in times of crisis.

Perhaps the best fringe benefit of volunteering is the "altruistic high" that results from doing something for appreciative colleagues for the sheer satisfaction of it: no pay, no title, no promotions, but lots of genuine gratitude.

What can you do to help?

Some areas where you can make a difference include: stuffing registration packets, staffing registration, planning future conferences, sharing visions of the future with focus groups, running the job connection for those needing and seeking employees, providing exhibitor hospitality, serving on a national nominating committee and YES, serving on committees and running for office.

Over a period of more than 25 years, we can attest to the extended network of professional colleagues and even long term friends that resulted from this involvement.

Year after year, when we see each other at conferences, we renew ourselves as we revel in the good times we spent in those voluntary labors. Sure, the "war stories" of the hours spent and the tedium of some of the toil expand as the years between the original activity and the present get ever longer, but the benefits to each of us also seem to grow proportionally.

We often talk about how the problem we discussed while we were volunteering, which then existed on only one person's campus and was totally unknown on our campuses at the time, came home to roost on our campuses as well. We were better prepared to deal with those events because we'd already considered some of the ways the problems or events might unfold and what courses of action might be taken. We'd been able to "see around a corner."

We had a "well" from which to draw, gained while talking about things back home as we were stuffing packets, making signs or staffing the registration desk.

What's in it for you?

- **Volunteering gives you an "off your campus" network** to work with when trouble looms. You get a sounding board to check out your perceptions: "Am I crazy, or is this really happening?" "Have you ever had this problem on your campus, and how did you resolve it?" "What are the pitfalls to avoid?"

In fact, by serving as a sounding board, your group of volunteering colleagues can help refocus the problem from a new perspective.

- **Volunteering gives you a wonderful source of diverse references and recommenders for your next professional position.** Decision-makers consider altruism an appealing attribute, as is the ability to manage your time well enough to be an effective administrator on your campus *and* a productive contributor to your profession.

And because they will have worked directly with you, their recommendations will ring true.

- **Volunteering gives you a chance to try out new leadership roles and/or strategies without long-term risk.** Volunteer commitments and relationships can be as enduring or as fleeting as you choose them to be–after all, you *are* volunteering.
- **Volunteering gives you an insight into the profession,** and often a chance to meet the movers and shakers on a informal basis.
- **Volunteering often increases your visibility in a professional field.** And another line on the resume, showing your national perspective.

Women on campus realize that connections and networks are what get people noticed, promoted and rewarded. Here's a low-risk chance to get nationally involved.

Integrated Options Inc. is a national management firm working with professional organizations. (703) 971-3813

BEST COPY AVAILABLE

Frost-bitten and Beheaded: A Cautionary Tale

(Ed note: Being a woman in higher education, you are constantly being tested. As in the fairy tale where the heroine gets either the prize or death, your actions can either accelerate or axe your career.)

First I felt chilly, then I caught a cold and got frostbitten. Finally, I was beheaded.

As a healthy female administrator, I arrived on campus less than two years ago, rosy-cheeked, energetic and clear eyed, naive about the potential dangers of my new environment.

As a new vice president, I was outnumbered everywhere by men at the senior administrative level. I arrogantly ignored the chill, thinking it was irrelevant because I was so competent. Oblivious to petty power politics, I had more important work to do. While the president enthusiastically welcomed me to campus, he never invited me into his inner circle.

I didn't fit in because I was task oriented, focusing on the challenges of my new position and embracing my mandate to be an agent of change. His hand on the thermostat, the president kept the climate very comfortable for the other senior administrators, but never warmed it up much for me, the lone female in the cabinet.

Lacking the vision to face the challenges of today and tomorrow, they sought comfort in the current laissez-faire, chaotic and uncoordinated environment.

These political animals thrived in the warmth generated by their tightly knit circle. Although the president challenged me to bring order out of the chaos, when I tried I was frozen out. Change meant sharing control, collaborating and being members of a team. They preferred the autonomy of anarchy.

Symptoms of sickness

I examined my symptoms, noticing often I was the only woman on a committee, council or cabinet meeting, except a secretary. The only other female senior administrator had been fired a few months after my arrival.

The others, predominantly males, developed or maintained long term relationships with the president. Even administrators assigned to me went around me to the president, displaying passive resistance to my direction and communication along the paths outlined in the organizational chart. I felt the cold, but thought I could accomplish my goals anyway.

But a new organizational chart confirmed the seriousness of my position. Seeking to make sense of my condition, I read an article describing the effects of the glass ceiling.

At the top level, female executives feel like Alice in Wonderland, a place where the rules and relationships seem dramatically different. (From: "The three levels of the glass ceiling: Sorcerer's apprentice through the looking glass," September 1991. Dataline. Volume I, No. 8. Available online: gopher://cyberworks.com:70/000h/dataline/mapping/thethree)

Beheading removes the threat

While some female executives succeed at this level despite the odds, many other high performing women do not fit in and are perceived as threats, so they are stopped. But surgically removing these women from their positions sets off flashing lights, emergency warnings and signals of crisis.

A less visible way to remove a woman at the top is to behead her. She keeps her title, office and salary, while losing her position, responsibility and authority. Although the beheading superficially looks like politics as usual, there is a difference for a woman compared to her male peer who loses in a reorganization: Usually her career is over.

Checking the organizational chart and seeing her at work every day may lead one to believe she's still functioning in her former capacity, but imagine how difficult this is when her head has been severed from her body.

Now, in addition to having frostbite from working in a very chilly climate, I find myself beheaded. And the climate gets chillier as I carry on in my new non job, collecting a salary, and pretending all is just terrific while I am ignored and kept out of the loop.

As an energetic, talented, and committed administrator, I am forced to slow down my metabolism, ignore the signals my brain is giving to my detached body to move forward on the institutional agenda for which I have no role, and smile and stand erect while my emotions rebel.

The normal channels and outlets for my energy have been blocked or rerouted to vapor space, causing great tension among the still-moving parts. Of course, I play the public role, contribute where I can and find interesting things to occupy my time.

But the institution is hemorrhaging talent, failing to reap the benefit of my expertise, and demonstrating to women on campus that the climate is too chilly for comfort.

Some women reach out to offer me support, while others scurry away, fearing my condition may be contagious. They huddle for comfort and warmth, fearing they too might be frostbitten, beheaded or maimed by a system that is dysfunctional and unhealthy for human beings of either sex.

Believing the condition isn't terminal, I seek a remedy to my accompanying symptoms of numbness, bewilderment, anxiety, and anger. I feel confident that relocation to a warmer climate can renew my health.

What do you think? Can this patient be saved? Fax, mail or e-mail your ideas to WIHE at (608) 284-0601, 1934 Monroe Street, Madison WI 53711; women@wihe.com
Responses received by October 15 will appear in the November issue.

THE LAST LAUGH

Your *WIHE* Network: Not Just Another Marketing Scam

It's trendy now to emphasize people being in a connected network instead of just receiving one-way communications.

We too have connections with our subscribers, sometimes a lot closer than you'd imagine. People tell us lots of things, from deep dark secrets to great new initiatives within their organizations. Sometimes it inspires us to do an article on it for your benefit. Often surveys produce suggestions that wind up as articles in future issues.

We get many interesting phone calls, letters and e-mails over a month. Not that we really have time to properly enjoy them and want to encourage more, but here's a sample:

- **A male student** 1,000 miles away called to say his former professor was being ousted for having children after receiving tenure. He asked if there was anything we could do about it. There was. We did. As we go to press, we don't yet know the outcome. But it's a secret at this point.
- **An administrator** whose name you'd recognize has been in contact with us regarding her planned resignation. She had been in the job more than 10 years and was burned out, ready to quit and take up to six months to plot her course. An unexpected event delayed announcing her resignation, but she had already made the decision to leave.

Now it turns out she's enjoying her job again! She speculates that the reason it's fun again is that she's mentally severed her strong attachment to the institution and the job. She's concentrating on the part of the job she likes and not feeling obligated to extend herself for the less attractive aspects... and has been reborn! Naturally she's putting the resignation on hold.

- **A subscriber** called to request a copy of our Author's Guidelines for an athlete who is an assistant in her department. At her suggestion, he's planning to write an article inspired by the report of sexual harassment of female athletes by male athletes at Temple University in the August issue. Incidentally, the AD at Temple called to complain about the article, saying it presumed guilt. As Charity Hirsch would say, "Do we see a pattern here?"

The caller also wanted to know her subscription status so she wouldn't miss a single issue.

- **The director** of a national leadership development program for women in higher education checked in. We agreed to an experiment giving free trial subscriptions to all NILD program graduates starting in 1997.
- **A Canadian group** against sexual harassment called for permission to reprint the homophobia in athletics article. We said OK.
- **Attorneys** for the dental hygienists whose department was abolished at the University of Iowa wrote to ask if we'd be interested in filing an amicus curae brief in their case. When we called to find out what it entailed, their secretary asked us to call back the next week. So far we haven't remembered to during business hours.
- **A VP** called to discuss her "beheading," and inspired the What Should She Do? article on page 23.
- **An e-mail message** announced a funky book for secretaries and assistants with some outrageous but guaranteed-successful strategies to move up and into professional jobs. Her publisher sent a copy, and we'll report its best suggestions next month.
- **Students** at a Slovak technical university and at the University of Melbourne school of agriculture inquired via e-mail on where to find a good chemistry department and a post-doc in pasture utilization.
- **A happy subscriber** congratulated us for the articles on Meg Wheatley's new theory of organization culture, and the one linking ethics to legality in decision-making. She's downloading them from the Web and distributing them widely.

It's fascinating to not just report the news, but get a chance to influence the outcome of events in the higher education arena. On campus you get to see and feel the results of your decisions, but we don't always get much feedback on whether we made a difference. It's those little things that keep a body coming in to work each day, and we're grateful.

Mary Dee

P.S. FYI my daughter, a member of the class of 2000, has settled in at her school. She joined a political group and has a morning radio show playing rap music.

JOIN THE NETWORK, IMPROVE THE WORLD OF WOMEN IN HIGHER EDUCATION

☑ *Yes, I want a stronger voice on campus. Start my one-year subscription.*

☐ I've enclosed $66, saving $7 from the $73 introductory price (Canada $76 U.S. $).
☐ Bill me $73 (Canada $83 U.S. $). Signature ____________
☐ Credit Card ___ VISA ___ MC
Number ____________ Expires ____/____ Signature ____________
Name ____________ Title ____________
School ____________ Address ____________
City ____________ State/Prov. ________ ZIP/PC ____________ Phone (____) ____________

Send to: *Women in Higher Education*, 1934 Monroe St., Madison WI 53711
women@wihe.com (608) 251-3232 FAX (608) 284-0601 Fed ID# 39-1711896 October 1996
Printed on Recycled Paper with 100% Soy-based Ink

WOMEN
IN HIGHER EDUCATION
NOVEMBER 1996
Volume 5, No. 11

University of Akron Women Fight Back After Gender Purge

Ed. note: Last month we reported a recent purge of women administrators at the University of Akron, who are being replaced by white males at considerably higher salaries. Now it seems the women are fighting back, cautiously yet effectively. Here's an update.

Until it happens to you, predicting your response to being the object of a witch hunt is impossible. For victims at the University of Akron, the overwhelming ferocity, blatant sexism and downright nastiness of the recent attack on women administrators left them dazed. Some resigned, some retired, some accepted demotions.

Now they're fighting back.

Kay Rogers, who had been director of university communications until being demoted to grant proposal officer and moved to an unventilated cubbyhole office, is one of the key players in an effort to end the board's unprecedented actions against women.

She filed complaints of sex and age discrimination with the EEOC, the Department of Labor's Office of Federal Contract Compliance and the Ohio Civil Rights Commission against the university, as well as its board of trustees, president and general counsel.

"... The University of Akron has violated its affirmative action policies and equal opportunity guidelines and has knowingly and intentionally engaged in on-going practices that are discriminatory against women and minorities," she wrote in her complaint.

Now the director of media relations at the Indiana University-Kokomo, Rogers resigned from Akron at the end of August.

"I don't expect to gain anything personally from the complaints," she told *WIHE*. "I just didn't think they should get away scot free. I hated to see them continue against other women who are friends of mine, who aren't in a position to leave."

Rogers, who filed the complaints herself without retaining an attorney, says she'd been approached indirectly earlier by the university, asking what conditions she'd require for a buy-out of her contract. "They asked what I'd take to drop the complaints. I told them 'Quit discriminating against women and minorities.' I haven't heard from them again," she said. "At least they'll have to do some work, spend some money on an attorney to respond to the complaints."

Rogers says several other women who have been targets of the purge have retained attorneys.

Some of her predictions came true

In her complaint to the Ohio Civil Rights Commission, Rogers listed the names, titles and histories of seven women administrators and four minority male administrators who have been ousted at Akron.

One of the most salient documents is a chart comparing the treatment of males and females who held key positions under the previous president, Peggy Gordon Elliott, who was forced to resign in April.

The chart shows that of 16 males in the previous administration, every single one is still holding the same or a higher position. In contrast, seven female administrators have been forced out, either through non-renewal of contract, pressure to resign, retire, or accept a demotion.

"While a few females remain in administration, most of them are fearful that once my EEOC charge is settled, action will also be taken against them. No male who served in a key administrative post in the previous president's administration has been demoted or similarly treated in a discriminatory manner," Rogers notes in her complaint.

In addition, Rogers predicted campaigns to force the resignations of nine other key women administrators on campus who are "likely to be among those most vulnerable." Five of the nine have since been ousted.

What You'll Find Inside...

U of Akron women fight gender purge 1
VMI agrees to admit women 157 years late 2
Newswatch: Gendered politics at work.......... 3
Downsizing hits Ohio State University 5
Family-work policies distinguish 29 schools 6
What adult women get from higher ed 8
Readers advise "beheaded" what to do.......... 9
Choose personal over positional power 23
Federal guidelines on peer harassment......... 24
Student responses to peer harassment.......... 25
Reflections by a "twice-failed" administrator ... 26
Women managers outscore males.............. 27
Editor: Damned if I know 28

PLUS 40 jobs seeking woman candidates!

Another prediction: Sacrifice a white male

Leaders at the University of Akron responded to Rogers' charges by saying she was demoted because, as a member of the former president's administration, she spent too much time in supporting President Elliott.

In response, Rogers questioned why not a single male who had been a member of Elliott's administration had been treated similarly.

Because of this response, and her chart clearly demonstrating sexism and racism in decisions affecting the continuing employment of administrators, Rogers predicts leaders will soon identify a white male administrator whom they will remove, as a sacrifice to refute charges of sexism. "Soon they'll demote a white male to cover their tracks."

To muddy the water, the university asked two victims to reconsider their resignations, a woman who was dean of nursing and a black male in charge of admissions. The dean refused.

University ousts women entrepreneurs group

Not content to remove 12 women administrators, the university has gone after another group of women. WEGO (Women's Entrepreneurial Growth Organization), a nonprofit group encouraging women entrepreneurs, became affiliated with the university's College of Business Administration last year.

The group had arranged for a director, office space and a small grant from the university in exchange for providing an entrepreneurial program for university students.

In August, the university abruptly disaffiliated with the organization, leaving it short on office space, funding and the university affiliation strongly encouraged for continued federal funding.

WEGO plans to meet with the university's board of trustees before pursuing legal action. Many of its leaders are prominent women, including a judge, civic and business leaders and a state representative. The group is formulating strategies for success, and a key one is "Think like a Republican male" in deciding on effective courses of action.

Here's another place to stay tuned.

VMI Agrees to Admit Women But Refuses to Accommodate Them

A defiant group of military men reluctantly accepted defeat of their 157-year old policy of sex discrimination, as the governing board of the public Virginia Military Institute (VMI) voted 9-8 in September to accept women cadets in 1997.

Their vote ends a seven-year legal battle with the Department of Justice. In June the Supreme Court ruled that VMI must admit women or forfeit public funding.

Of board alumni, pre-1970s grads tended to vote to admit women while younger grads opted for going private.

The Citadel in South Carolina decided 48 hours after the court decision to welcome women. But VMI leaders spent the summer searching for loopholes, including trying to buy the campus, valued at $137 million, from the state of Virginia and replace its $10 million annual operating budget. They had already spent more than $10 million in legal fees.

Also unlike the Citadel, which followed the example of the armed services and military academies with special haircuts and uniforms and physical requirements for women, VMI refuses to make basic adjustments for women. Female cadets will be required to receive the same buzz haircuts as men, wear the same type of uniform, meet the same fitness tests despite physiological differences, and pull down window shades only when changing clothes.

"We don't anticipate any changes at all, with the single exception of changes necessary to accommodate the needs of physical dignity," said VMI Superintendent Josiah Bunting. "It would be demeaning to women to cut them slack."

The Justice Department plans to closely monitor VMI's compliance with the court's ruling, especially on appearance and physical requirements. "We will work with school officials to ensure that women are successfully integrated into VMI," said Deval L. Patrick, assistant attorney general for civil rights.

In trying to prod VMI to abide by the ruling and admit women, the Justice Department had filed an "emergency motion" with the U.S. Fourth Circuit Court of appeals a week before the vote. It said VMI had received 54 inquiries from women since the Supreme Court ruling, but had ignored their requests while sending applications to males.

Two women spent the weekend at the school's first coeducational open house for prospective students October 19-20. Amy Abraham said she's interested in the school because "VMI's honor and integrity and leadership training, I feel, can develop you as a whole person, and that's what college needs to do."

VMI's first female applicant is Brooke Elliott, who applied only after administrators said they wouldn't soften the rigorous training to accommodate women. VMI expects to enroll about 30 women for 1997.

Information came from *The New York Times* and the *Wisconsin State Journal* on September 22, 1996, and the Associated Press on October 20, 1996.

WOMEN
IN HIGHER EDUCATION

Editor and Publisher: Mary Dee Wenniger
Copy Editor: Barb Brady
Contributors: Melanie Conklin, Doris Green, Dianne Jenkins
Graphic Artist: Lisa H. Heaselden
Career Connections: Mary Zenke

Mission: *To enlighten, encourage, empower, and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.*

Women in Higher Education is published monthly twelve times a year by The Wenniger Company. Editorial offices and subscriptions: 1934 Monroe Street, Madison WI 53711-2027. Phone (608) 251-3232. Fax (608) 284-0601. Annual subscription rates: $79 US, $89 Canada (US funds), $99 elsewhere. Copyright 1996 by The Wenniger Company. All rights reserved. Photocopying is illegal and unethical. Write or call for discounted multiple subscription rates. Periodical class postage paid at Madison WI. **POSTMASTER:** Send changes to *Women In Higher Education*, 1934 Monroe Street, Madison WI 53711-2027.
ISSN: 1060-8303. *WIHE* Web Site: http://www.itis.com/wihe

Ex-Employee Accuses UC Regent Ward Connerly of Sexual Bias, Harassment

University of California Regent Ward Connerly, who's leading efforts to end affirmative action in the state, was sued in federal court last month for harassment and bias by a former employee of his consulting firm.

Donna Ranson said that between 1989 and 1994, Connerly pressured her for sex, offered perks in exchange for intimacies, and then harassed her when she ended the relationship.

"Every word of it is a lie," Connerly said, motivated by the upcoming statewide vote on Proposition 209, which would end affirmative action in college admissions and public hiring and contracting.

Ranson's lawsuit seeks $626,000 in back pay, punitive damages and attorney fees, according to the *Los Angeles Times* on October 2, 1996.

- One week earlier, the *Times* had announced two university reports predicting an estimated loss of 50 to 70% of underrepresented minorities at UCLA and UC-Berkeley campuses expected after the regent's ban on gender and race preferences in admissions goes into effect. White and Asian students would increase at the expense of blacks, Latinos and American Indians. The reports also calculates the potential effect if Proposition 209 passes.

"The quality of the UC experience itself is enhanced by having to interact with students of different backgrounds," said Winston C. Doby, UCLA vice-chancellor of student affairs. "I do believe that UCLA and UC-Berkeley in the short run will suffer as a consequence of these outcomes. They will be less diverse. And qualitatively speaking, we lose."

Connerly called the reports "filled with a lot of conjecture" and timed to defeat Proposition 209.

National Merit Scholar Exam Creators Agree to Revisions Limiting Sex Bias

Two years ago, FairTest and the ACLU complained of sex bias in the Preliminary Scholastic Assessment Test (PSAT) for high schoolers that determines who earns up to $25 million annually in National Merit awards.

"A selection system based on real academic merit would result in young women earning about 1,000 additional scholarships annually," noted FairTest. The current system cheats women out of about $2 million in scholarships and prestige each year, FairTest told the U.S. Department of Education.

FairTest is the popular name for the National Center for Fair and Open Testing, a watchdog group in Cambridge MA monitoring more than 200 million standardized tests students and workers take annually.

Test makers from the College Board and Educational Testing Service (ETS) last month agreed to add a multiple-choice section that measures writing skills for next year's test, and to research how high school grades could be included in the early stages of the National Merit selection process.

FairTest's analysis of the high school class of 1996 showed that females were just 39.5% of National Merit Semifinalists, while males were 55%, although 56% of the test-takers are female. (The sex of the remaining 5.5% is unknown, since test-makers won't say and FairTest numbers are based on assumptions made from the test-takers' names.)

While the Department of Education failed to label the current PSAT test biased against females, the testing service agreed to add the writing section to "help measure the varied talents of an increasingly diverse student population" and resolve the complaint.

At issue here is not just the fairness of a single test, but the whole concept of awarding $25 million each year based solely on any single test, according to FairTest.

"Test scores do not measure merit," explained FairTest Executive director Pamela Zappardino. "Even the test-makers admit that girls earn higher grades than boys in both high school and college when matched for identical courses. As their own research shows, the test underpredicts female performance, particularly in math."

Despite next year's change, FairTest remains skeptical. "ETS and the College Board have effectively admitted what FairTest and the ACLU charged – their college admissions exams are gender biased and inaccurate – by agreeing to overhaul the PSAT/NMSQT.... However, we remain highly skeptical that companies which have produced biased exams for decades will suddenly correct the flaws in their products."

Reports are from the *New York Times* and *Los Angeles Times* on October 2, 1996.

Johns Hopkins Plan Reveals Keys to Retaining More Medical Faculty Women

While some schools complain about a revolving door for women faculty, the Department of Medicine at Johns Hopkins University MD has increased its number of female associate professors 550% in five years, and is sharing its secrets.

"Our goal is to help people work smarter, not longer," explained John D. Stobo, chair of the Department of Medicine from 1985 to 1994, who started the campaign to bolster women faculty members in 1990.

After a 1989 university-wide panel found significant pay and promotion disparities between female and male faculty, Stobo commissioned a survey on the climate for women in his department. Two-thirds of the 200 full-time faculty responded, jarring him into action.

"If this department is going to attract and retain the best faculty, it had to make sure this environment is supportive" of women as well as men, he explained.

In 1990, just 23% of women faculty said they expected to be in academic medicine in 10 years, while more than half the men did.

In the 1993 survey, 65% of the women expected to stay, and the percent of women who were seriously considering leaving the field dropped from 63% to 23% over the same three years. And 73% of female professors said they expected to be promoted, up from 44% in 1990.

They were right. In 1993, there were 50% more senior female faculty and 550% more associate professors.

After the 1990 survey, the Johns Hopkins Department of Medicine made a series of major and minor changes that did not affect the quality of research or clinical care. To faculty of both sexes, even the modest changes were important symbolically

- **Pay equity.** Women with similar experience as men received equal base pay.
- **Faculty mentors.** Medical professors were asked to involve female colleagues more as leaders in presentations, lectures and research.
- **Family-friendly schedules.** Ending 100 years of tradition, "grand rounds" involving lectures by medical faculty members at 8 a.m. Saturdays were switched to Fridays. Departmental meetings were moved from evenings and weekends to normal working hours on weekdays, and attendance sharply increased.
- **Committee membership.** Women joined departmental committees that were previously all-male.

Overall, the plan is working. While women remain a minority of department faculty members, in 1995 they made up 22%, a 3% rise from 1990, and they plan to stay.

Information from the *Baltimore Sun* of September 18, 1996, citing results published in the *Journal of the American Medical Association* published September 18, 1996.

Most College Football is Unprofitable, Notre Dame U Economics Prof Reports

Athletic directors who want to exempt football from calculations of gender equity in campus athletics got a strong veto from an author who studied the economics of football.

Richard G. Sheehan, professor of economics at Notre Dame University, found that on most campuses the football program doesn't even pay for itself, let alone for women's and other non-revenue sports. *Keeping Score: The Economics of Big-Time Sports* reports his findings.

"Costs are high. Net revenues are virtually nil," he said of the football programs. Although three universities make big bucks from their football programs (Michigan, Florida and Notre Dame), of the 106 Division I schools he surveyed, only 31 make more than $1 million annually, 10 make less than $1 million, while the rest lose money.

He calls it ridiculous to ignore football in the equity equation: "What I favor is equality of subsidization. If you're going to subsidize men's sports $1 million, then you should subsidize women's sports $1 million."

But his free-market idea could cripple women's sports on some campuses, as schools with very profitable athletic programs could funnel all their resources into football and basketball, and eliminate all non-profitable sports including those for women.

Calling the NCAA a cartel that puts its members' interests before those of athletes, he proposes the NCAA set mandatory graduation rates for athletes. "It is one way to align the athlete's best interests with what is in the best interest of the coach, the school and the NCAA," notes *The Chronicle of Higher Education* on October 11, 1996.

U of Alaska Hires Woman as Assistant Coach for Men's Basketball Team

If turnabout is fair play, and men are taking more jobs **coaching women's teams, it's fitting that a woman got the assistant coaching job for the University of Alaska men's basketball team.**

Jody Hensen, who played in high school in Alaska and college at Northern Arizona State University, joins an elite group of women coaching men's teams.

Leaders at the Women's Sports Foundation and the NCAA can recall only two others: Kerri-Ann McTieran is head coach of the men's team at Kingsboro Community College in Brooklyn NY (See *WIHE*, May 1996), and Bernadette Locke-Maddox was an assistant coach at the University of Kentucky from 1991 to 1994.

Hensen had been helping out the women's team with conditioning and supervising shooting and ball-handling drills, and coaching at the summer basketball camps, when she got noticed. She views herself more as a hungry coach trying to work into a college head coaching job than a breaker of the gender barrier for coaches.

Head coach for the women's team Jerry McLaughlin said Alaska had fewer rigid gender divisions about basketball than elsewhere.

AD Timothy J. Dillon said he hired the best qualified person for the task. "You try to put the best person in the position. If it winds up being a Martian, that's who it is. I think she's going to do a super job here."

Hensen was inspired to seek a job coaching men when Locke-Maddox was hired at Kentucky, according to *The NCAA News* on September 30, 1996.

Living Together Encourages Women In Sciences & Engineering at Wisconsin

Negative peer pressure contributes to women students leaving the sciences and engineering in their first two years of college, and results in fewer U.S. women working and teaching in science.

To create positive peer pressure for women in science, the University of Wisconsin set up a program to house 75 women science majors in one residence hall.

"The main benefit is simply living and working together, a fusion of their academic and residential lives," explains Caitilyn Allen, assistant professor of plant pathology and women's studies, the faculty coordinator.

Studies show women science students get as good grades and test scores as men, Allen says, but the normal campus environment is unsupportive: "...they don't like it, don't feel comfortable and feel unwelcome."

Now in its second year, the program coordinates students' living and class schedules. Most live in Elizabeth Waters Hall, and share the same lecture, lab and discussion section with a female TA, so they get a support group and a role model.

Since science majors usually take chemistry and calculus in their first semesters, a supportive environment is particularly important to get them through the difficult classes. With help just down the hall, and students posting a color-coded solubility chart on a bathroom wall and a math derivation chart on the message board, the chemistry seems to be working.

The program was reported in the *Wisconsin State Journal* on October 7, 1996.

Ohio State U Update: Bellwether of Trends in Gender Issues

Ed. note: Every two years, WIHE checks the progress women are making at Ohio State University, a research university with 50,000 students in Columbus OH, in the nation's heartland.

In 1992, a grassroots network of more than 100 women at Ohio State University held meetings, wrote letters and generally rattled campus cages. After 656 of them signed a letter asking President E. Gordon Gee to consider hiring women into four open VP positions, he did choose two women.

By 1994, the university had developed a sexual harassment policy, increased the number of women in the pipeline to top jobs, boasted an exemplary work-family program, and seemed to be paying close attention to the concerns of women. OSU was an "organizational model for gender equity," noted *WIHE* in September 1994.

> ***We're in the process of getting rid of pushy women and wave-makers.***

No more.

This fall, the news from Columbus is not good. More than 1,000 jobs have vanished in the past few years, mostly administrative positions. While legislators and grant makers praise Gee's leaner and more efficient operation, women are questioning how the downsizing is being done.

And they are wondering whether the downsizing — which many admit was necessary — is to some extent covering up an attack on liberals, women, and gays and lesbians.

Leaner... and meaner?

The work-family program has been cut; the ombud office was eliminated; the director of the gay, lesbian, and bisexual students office was terminated, and two women coaches let go. Many more women have left on their own, feeling burned out and hopeless about the OSU campus climate for women.

"OSU may have been over-staffed, but the ways we've tried to recover have not been very healthy," said former ombud office head, Betty Jo Hudson, now special assistant to the dean of University College within OSU.

When Hudson's office was closed, she was told that its services duplicated those offered in several other programs. But, she says, "I've never been able to find those other programs." And, she asks, "If there are so many other offices on campus providing ombud services, how come they [faculty and staff] are still coming to me?" Hudson now spends considerable "free" time helping colleagues with problems.

Women report effects of downsizing

According to another source, the downsizing has meant that some people are now doing the work of two or three. "People are worked to death," she says. "They have little time to recoup or recover." They're too busy trying to figure out how to handle the increased workload.

Another woman, also speaking anonymously, points out that even though the university offered several early retirement opportunities for faculty and staff, "They didn't really need them. There are many ways to get rid of people," she says.

In the case of faculty, she says, "If they want you to leave, you may find yourself always having to teach at 8 a.m. and 4 p.m., even if you have 27 years experience. Or, maybe you lose your lab space or your TA support. After a while, it's just easier to retire."

She adds, "We're in the process of getting rid of pushy women and wave-makers."

Giving some credence to her comment, when positions have been refilled, many of the replacements have been men or conservative women, say several campus sources.

More men, for instance, now coach women's sports than do women; and no woman coaches a male sport. When men and women's track and field programs were merged, a man was appointed head coach, according to Mary Jo Ruggieri, retired assistant professor and former synchronized swimming coach.

Ruggieri has other concerns as well. Specifically:

- "I've seen an administrative shift from a more partnership model to a definite dominator model."
- "I'm very concerned about how women, liberals, gays and lesbians have fared under the current administration." And, women are not in positions of power.
- "I'm concerned about the process of firing ... staff and faculty. It has become very traumatic for many people," as many of those asked to leave reportedly had a half hour or less to do so.

She believes the campus climate has generally become a climate of "personal fear," with people fearing for their jobs and reluctant to speak out.

One OSU woman suggests what's happening in Ohio is "not far off from what's happening at other universities. It's a backlash. The men feel pretty confident now that the affirmative action movement is going out and are really tired of strong women."

OSU women's network won't vanish

In the face of the downsizing, the women's grassroots network at OSU still exists, and all of the women interviewed for this article were very helpful in guiding *WIHE* to untapped sources and additional information, in hopes the message would be told. "It's a *Time* cover story, says one. "There's a book in it," says another.

There are also potential legal battles ahead. Eliot Fishman, a Columbus attorney who has consulted with many OSU employees, says he's noticed, for example, "a pattern that indicates to me that anti-gay discrimination ... is on the upswing," according to a Columbus gay and lesbian newspaper, *Outlook* (Sept. 19–Oct. 2, 1996). He points out, however, that the time and expense of legal battles against OSU has prevented some employees from formally complaining. In preparing this story, *WIHE* has learned of at least one potential suit that will likely be filed soon.

Definitely stay tuned.

– DG

Family-Friendly Policies Earn Recognition for 29 Campuses

Although academia is still clearly lagging behind the corporate world in adopting family-friendly policies, a study issued last month finds schools are beginning to recognize their value to help employees balance their personal and work lives.

Especially in communities where the school is one of the largest employers, it faces the same complex economic, social and technological changes as does business, and it competes for the same workforce. Wise campus leaders are recognizing that family-friendly policies are very cost-effective as recruitment and retention tools, especially among female employees.

But in times of tight budgets, some short-sighted leaders are cutting programs that benefit families. This is because they haven't yet found ways to measure how much the programs benefit schools in terms of employee productivity, morale and loyalty.

The new report, *College and University Reference Guide to Work-Family Programs*, is based on 375 responses from four-year schools. It's a collaborative effort of the College and University Personnel Association (CUPA) and the Families and Work Institute.

Top 29 campuses win recognition

The study identified 29 campuses that led the way in family friendliness, as measured on an index of campus work-family initiatives considering both policy provisions and perceptions of the campus culture by those who work there. Leading campuses have an average of 30 programs designed to help employees balance their lives.

Most popular are family leave, extended leave and occasional days off to care for children, part-time schedules, family sabbaticals, flextime and phased return from leave. Leading campuses also were more likely to have subsidies for adoption and child care, care for children in the evenings or after school, or when they're sick. (See box.)

Another problem is college leaders thinking of themselves more as educators than as employers, according to CUPA's Michael P. Aitken, director of government relations. Consequently, they do not seek out new programs to support their employees.

Working Mother Cites Stanford University

One of the 29 leaders is Stanford University, which also recently became the first educational institution to earn a spot on *Working Mother* magazine's list of 100 best companies for working mothers. Factors considered for the magazine's award are salary, opportunities for advancement, support for child care, flexible work schedules and "family-friendly" benefits.

In its October issue, *Working Mother* honors Stanford for its high percentage of women in leadership positions, flexible work programs, scholarships for employees' children, and several on-site child care centers, and after-school and summer programs. The new WorkLife Center also draws praise as an integrated effort to focus on work-family issues campus-wide.

Top Campuses Supporting Work-Family

Ball State University IN
Cornell University NY
CUNY Medgar EversNY
Drew University NJ
Fairfield University CN
Florida State University
Harvard University MA
Ithaca College NY
Johns Hopkins University MD
Massachusetts Institute of Technology
Michigan State University
Northwestern University IL
Stanford University CA
SUNY at Stony Brook NY
University of Arizona
University of California
University of California-San Diego
University of Chicago IL
University of Delaware
University of Miami
University of Michigan-Ann Arbor
University of Montana
University of North Carolina-Chapel Hill
University of Pittsburgh PA
University of San Diego CA
University System of New Hampshire
Vanderbilt University TN
Virginia Commonwealth University
Wayne State University MI

Predictors of work-family support

Three major predictors of family-friendly policies are the same as those found in the corporate world:

- A large budget and number of employees (and students),
- Human resource managers who are familiar with the family demographics of employees, and focus on strategic planning and change management,
- Recent major change, such as restructuring, downsizing or a change in top leadership.

"For many campuses, the upheaval created by major change efforts and concerns about cost containment are used to justify moving work-family issues to the back burner," noted researcher Dana Friedman.

"But when an institution examines its priorities, it often finds that problems like reduced recruitment and retention are a window of opportunity for work-family programs. The institutions we've called leadership campuses are often the ones that see family-supportive initiatives as an effective and inexpensive way to address these other issues," she said.

Other key findings are:

- More than half the respondents to the survey expect work-family initiatives to expand in the future, including 84% of those currently leading in the areas.
- Although smaller schools have fewer formal work-family policies and programs than larger ones, they are just as likely to have a work culture that supports their employees' personal and family needs.

- A school's work-family support agenda evolves over the years, usually starting with some sort of a needs assessment. Of the leading campuses, 82% have done a needs assessment.

What does the low response rate mean?

Researchers were dismayed at the survey's very low response rate. Overall, fewer than one-sixth of the 3,343 schools queried responded. In fact, so few two-year colleges responded that they were left out of the study.

Explanations include non-respondents being embarrassed by the lack of formal programs, or nobody having time to fill out the questionnaire. Another reason may be that especially at smaller and two-year colleges, policies are more informal and employees' needs may be met without the hassle of setting up a formal policy.

The study acknowledged that academia faces distinct challenges to creating a family-friendly environment: academic calendars, autonomous departments and colleges with different policies, career paths and tenure tracks, and competition for research grants.

Best of the show

The report also includes some model initiatives, designed to help campuses gain insights into new ideas to help employees. Each profile includes the history, obstacles, results (including cost), advice, future, a contact, and a list of other campuses with a program:

- **At San Juan College NM,** the on-site child care center serves 60 children and provides field experience for students in the college's early childhood education program.
- **At Dakota State University SD**, employees can arrange their schedules so they can miss work for three hours during the day every two weeks, so they can volunteer in K-12 activities.
- **At Stanford University CA**, a WorkLife Center helps connect employees and students to other programs on campus, and helps administrators develop policies and increase awareness of work-family issues in their lives.
- **At Baldwin-Wallace College OH**, a program called SPROUT (Single Parents Reaching Out for Unassisted Tomorrow) helps low-income single parent families with housing, child care and financial aid to attend the college.
- **At Johns Hopkins University MD**, in-house child care and referral services help members of the university community find quality child care.
- **At the University of Michigan**, an elder care resource and referral program is a direct service.
- **At Harvard University MA**, adoption assistance resources include information programs and networking.
- **At the University of Nebraska,** a dual career program helps administrators and faculty new to the community find employment for their partners.
- **At Massachusetts Institute of Technology,** parenting education programs help members of the school community balance personal and work lives.
- **At Stanford and MIT,** domestic partners get benefits.
- **At Appalachian State University NC**, a holiday/snow day child care program fills in for employees in these situations.
- **At Iowa State University**, a facility called The Comfort Zone cares for mildly ill children unable to attend their regular child care sites.

Top Family-Friendly Policies at 4-Year Schools

Policy	% at leader campuses N=94	% at others N=281
Family leave	100%	100%
Extended leave for sick kids	100	96
Occasional child care days off	100	91
Part-time work schedules	99	77
Family sabbatical	98	92
Flextime	97	74
Phased return from leave	95	61
Time off for kids' school events	93	90
Employee assistance prog.(EAP)	90	56
Flexible spending accounts	89	75
Wellness programs	88	66
Workshops on family topics	84	38
Compressed work week	82	39
Faculty can start/stop tenure clock	80	39
Tuition assistance	79	75
Handbook on work/family policies	78	44
Job sharing	76	34
Child care center	71	23
Work at home/telecommuting	68	29
Faculty reduce duties for dep care	68	37
Sup training on work/fam issues	65	31
Family health plan subsidies	62	41
Phased retirement	59	38
Child care referral counseling	55	10
Summer camp	53	10
Extended leave for sick adult deps	53	44
Relocation services	52	19
Occ days off for sick adult deps	50	41
Time off to care for dom partns	48	25
Support groups on work/fam	48	20
Elder care referral counseling	48	10
Elder care referral list	45	8
Periodic work/family surveys	45	12
Designated work/family staff	45	9
Flexible benefits	44	38
Resource lib on work/fam issues	43	15
Long term insurance	40	24
Time off w/$ to care for dom partn	40	26
Policy explicit on work/family	36	15
After-school programs	33	8
Holiday/vacation child care	20	5
Committee on work/family	19	5
Work/family office	17	1
Evening child care	16	2
Sick child care	16	4
Emergency child care	14	4
Sensitivity trng for employees	13	10
Child care subsidies	11	1
Adoption subsidies	7	2
Child care reimb when travelling	4	3

– *College and University Reference Guide to Work-Family Programs*, 1996

- **At Michigan State University**, an emergency back-up program is on-site to serve faculty, staff and students.
- **At Ohio State University**, mid-level supervisors and managers can attend a training program to learn about employees' needs for work-family support.

In addition, the report profiles four campuses for taking a comprehensive and long-term approach to work-family issues. They are Cornell University NY, The University of Montana, The University of North Carolina-Chapel Hill, and Princeton University NJ.

Copies of the report *College and University Reference Guide to Work-Family Programs* are available from CUPA at (202) 429-0311 at $60, or $50 for CUPA members and survey respondents, and at the Families and Work Institute at (212) 465-2044.

What Do Adult Women Get from Higher Education?

If you've ever had an adult woman student in class, you know that a traditional approach to teaching doesn't always work. A recent study by Elisabeth Hayes and Daniele Flannery offers some insights on why.

They reviewed 16 dissertations and thesis research that explored adult women's perspectives on their learning experiences in higher education. Hayes is associate professor at the University of Wisconsin Department of Continuing and Vocational Education, and Flannery is assistant professor in the Department of Adult Education at Penn State University-Harrisburg.

"Women are not monolithic in their approach to learning," was their key discovery, Hayes says. Many published articles, she points out, "say 'this is the way you should teach adult women,' but who knows where their ideas came from?"

Hayes was surprised by how little research had been done and how hard it was to find. Because more adult women are taking their places in higher education classrooms, educators need to understand their learning needs and preferences, rather than assuming their learning styles are similar to those of men and traditional students.

A recent report indicates the proportion of students aged 40 and older has more than doubled, from 5.5% to 11.2% of students between 1970 and 1993, for a total of 1.6 million students, notes the Higher Education Policy and Education Resources Institute. About 66% are women.

Personal development

Personal development and the process of learning go hand in hand for adult women students. Even the basic decision to participate in higher education, assessing its risks and benefits, led to enhanced self-reflection, reasoning ability and self-esteem for some of them.

Five aspects of personal development occurred during the higher education experience:

1. Growth in skills and knowledge. Women were able to "name their world" or understand their life situations in new ways as they learned new concepts from course work.

At the same time, many experienced conflict, because obtaining new knowledge threatened their existing relationships with family, friends and the larger community. For white women, the tensions related to concern that schoolwork would take time away from the family. For African-American women, seeking an education could be perceived as "racial betrayal," involving potential alienation from community.

As one woman pointed out, "Part of it (my motivation to learn) is wanting to improve, ... to be the best you can be. But not to the point where you're obnoxious and people don't want to be around you at all."

On the positive side, another reflected, "I had confidence before that I was a good mother and wife and lover, but I thought I could never keep up with him (spouse) in intelligence. That has now changed."

2. Change in women's identities as learners. Typically this change was the women's discovery that they were "intelligent" and resulted in more self-confidence. It brought tension as well, as one woman described: "I must accept the idea that just maybe I am smart and that is scary. So many people for so long have made me feel stupid, that the choice is difficult to make."

3. Broader changes in self-concept. Through success in their classwork, adult women learners gained a new sense of self-worth. Graduate students learned they could be valuable and worthwhile members of their academic community. A community college student commented, "I am no longer a doormat for anyone." Finding few role models, many had difficult transitions.

4. Acquisition of external power. For African-American women, higher education was seen as a way to overcome sexism and racism, to gain respect. White women also perceived a degree as a path to greater power in the workplace, and a means to overcome age discrimination.

5. Social or political transformation. Women were better able to connect their own experiences to women's collective experiences of oppression and to understand the societal factors that contributed to it. Although they didn't necessarily identify with feminism, they did become more independent and able to challenge the idea of "women's place."

Ways of knowing

Hayes and Flannery discovered that the women who participated in these studies did not express any one way of learning or acquiring knowledge. "There's no easy template for teaching women," Hayes points out.

Most use different strategies in different settings. For example, a woman who questioned authorities in her religious life was much less assertive in the classroom. Some women preferred "connected" learning, which emphasized understanding rather than challenging new ideas, along with relating personal experience to new knowledge. At the same time, others wanted more teacher-directed learning approaches.

Another major issue was finding one's voice. In returning to school, many women had to acquire a "new voice," or a new way of communicating with others. This caused problems, as Hayes notes:

"The style of critical, argumentative debate dominant in the university is often incompatible with the collaborative, relational mode of communicating that many adult women have mastered in their role as parents." The result is that some women found it difficult to express themselves in the style expected of them. "They bring in a skilled way of communication, but it's not valued."

Further, some instructors were insensitive to the different ways of expressing self that allow adult women to speak from their own experiences. "Only certain kinds of experience are considered legitimate. Work experience is legitimate," while raising kids isn't, according to Hayes.

Finally, many studies looked at the issue of women's "voice" as simply a matter of whether or not women spoke up in class. Those who didn't said they used silence as a means of self-protection when the issues being discussed were painful. It was also a means of reflecting on and understanding the topics under discussion.

Others spoke up often, and some wondered whether it was selfish to do so.

Marginality

Adult women often felt left out in higher education. As learners, they experienced self-doubts that made them feel like impostors. As adults, they found it difficult to be in a role typically defined for younger people: As one noted, "It's impossible to get a decent conversation going with these kids."

As adult women, some found instructors who "feel it is their duty to espouse their belief that young mothers do not belong in school; they belong at home, tending their babies... not cultivating their minds." Members of racial/ethnic minorities frequently related experiences of alienation from both the curriculum and classmates' experiences.

Not surprisingly, women in all-women schools or in programs for re-entry women were less likely to express feelings of marginality.

What would help?

The most significant finding from her research, Hayes says, is the idea that learning in higher education is a process of personal development that goes beyond developing intellectual skills, involving the whole self and changes in identity and self-worth. Amazingly, all of this is a by-product of the formal learning experience, not an intentional goal of their courses or degree programs. Any efforts to foster learning must recognize this.

As teachers, Hayes and Flannery assert that professors must acknowledge and appreciate the personal significance of learning for adult women: Education confronts their self-perceptions as learners and questions previously held beliefs about women's roles. Education is their means of obtaining power and status in the workplace and community, and its an incredible tool of empowerment.

Educators need to recognize adult women's ways of knowing as diverse and multifaceted, and provide a classroom environment that allows a wide range of ways of knowing and learning to be expressed and valued. All experience is legitimate and should be welcome. By doing so, adult women's experience of marginality in higher education can be significantly reduced.

At the same time, institutional efforts are needed to address the racism, sexism and ageism that is perpetuated by faculty in their formal and informal interactions with adult women students.

"It's easy for professors - and students - to get caught up in the system, where the professor is viewed as the source of knowledge and students are blank slates, with the professor having the power via grades," Hayes says.

"We must continue to listen more carefully to what women themselves have to say about their learning and its significance in their lives," says Hayes. Otherwise, women will continue to feel left out, and the academy will be the worse for it.

They are writing a book on their research. "We were naive in that we thought the research was out there, that it'd be easy to find," Hayes notes.

- DJ

Contact Elizabeth Hayes, associate professor in the Department of Continuing and Vocational Education at the University of Wisconsin, 225 N. Mills St., Madison WI 53706; e-mail erhayes@facstaff.wisc.edu

WHAT SHE SHOULD DO

Git While the Gittin's Good, *WIHE* Readers Tell 'Beheaded'

Last month's scenario involved a VP who was frozen out and then beheaded at her male-dominated university. Readers overwhlemingly recommeded that she vote with her feet and move on. Thanks to those who responded. Here are two recommendations:

"Though not a big fan of country music, I often hum and think about Kenny Rogers' admonition to 'know when to hold 'em, know when to fold 'em, know when to walk away, know when to run...' It sounds to me that this is a situation that needs 'leaving' as soon as possible.

"The cards being dealt (from the bottom of the deck?) to the beheaded vice president are never going to form a winning hand. I'd advise her to update her resume and begin looking for someplace warmer.

"While she is looking, I would suggest that she work on developing or expanding her support network beyond her current campus. Being in contact with others who are in similar situations or who have been and managed to move on and be successful elsewhere can be encouraging."

-Dr. Sherilyn Poole, VP Student Development
The University of Tulsa

"Your career is not over, but you need to get the hell out of that place. I was 'beheaded' and frozen out by a department head 11 years ago. I, too, thought my career was over. The best thing I ever did was to cut my losses and move on. My career in academia is now thriving!

"Two years is a respectable length of time to stay as VP; you owe that institution nothing. Get the hell out NOW (and find a good counselor to deal with your grief and anger.)"

-Daisy

Statement of Ownership, Management & Circulation

Title: *Women in Higher Education* (No. 1060-8303). Filing date: September 27, 1996. Issue frequency: Monthly. Number of issues published annually: 12. Annual subscription price: $79 USA, $89 Canada, $99 elsewhere. Office of publication: 1934 Monroe St., Madison WI 53711. Location of the headquarters or general business office: 1934 Monroe St., Madison WI 53711. Names and complete addresses of the publisher, editor, managing editor, and owner: Mary Dee Wenniger, 1934 Monroe St., Madison WI 53711. Bondholders, mortgagees and other security holders with 1% or more of stock: None.

Extent and nature of circulation: Average number of copies each issue during preceding 12 months. Total number of copies: 3,036 Paid and/or requested circulation through dealers and carriers, street vendors and counter sales: 0. Paid or requested mail subscriptions: 1,982. Total paid and/or requested circulation: 1,982. Free distribution by mail: 81. Free distribution outside the mail: 865. Total free distribution: 946. Total distribution: 2,928. Copies not distributed: 108. Return from news agents: 0. Total: 3,036. Percent paid and/or requested circulation: 68%. Actual number of copies, single issue published nearest to filing date. Total number of copies: 2,425. Paid and/or requested circulation: Sales through dealers and carriers, street vendors and counter sales: 0. Mail subscription: 1,886. Total paid and/or requested circulation: 1,886. Free distribution by mail: 395. Free distribution outside the mail: 108. Total free distribution: 503. Total distribution: 2,389. Copies not distributed: 36. Return from news agents: 0. Total: 2,425. Percent paid and/or requested circulation: 79%. This statement will be published in the November 1996 issue. I certify that all statements made by me above are true and complete. Signature of publisher: Mary Dee Wenniger. PS Form 3526.

Reach more than 12,000 readers here each month for as little as $230, and millions more on our World Wide Web site, http://www.itis.com/wihe

W indicates the full text of this announcement is available on the Web site. Call Mary Zenke (608) 251-3232 for details. The December issue closes November 19, 1996.

Northern
Michigan
University

PRESIDENT

The Presidential Search Advisory Committee of Northern Michigan University invites nominations and expressions of interest for the position of president. The president serves as the chief executive officer of the university, which is governed by an appointed Board of Control.

Northern Michigan University, a state-assisted institution founded in 1899, is the major comprehensive institution of higher education in the Upper Peninsula of Michigan. Located in the City of Marquette (population 22,000) on the shores of Lake Superior in Michigan's beautiful Upper Peninsula, it has a faculty of 317 and a 323-acre main campus. The university offers over 180 majors in its academic programs to approximately 8,000 students in five undergraduate colleges and a college of graduate studies, along with associate degree, certificate, and non-degree programs. NMU is a mature university which is preparing for its centennial celebration in 1999.

The next president will have demonstrated the ability to; advance the quality of the university's comprehensive educational mission; generate financial support from public and private sources; foster ethnic, gender, and cultural diversity; work effectively in state and federal relations; provide effective leadership for a complex organization within the context of collective bargaining agreements; and lead within the wider community and region. In addition, the next president will have a terminal degree and senior-level administrative experience, preferably in an academic setting.

The Presidential Search Advisory Committee will begin the review of candidates in early November and will continue to the time of selection. Candidates should submit a letter of interest in the position which addresses the search criteria noted above and a resume. The new president will assume office during the summer of 1997.

Nominations and expressions of interest should be submitted to:

Ms. Sandra B. Bruce, Chair
Presidential Search Advisory Committee
Office of the Board of Control
Northern Michigan University
1401 Presque Isle Avenue
Marquette, MI 49855

Northern Michigan University is an Affirmative Action/Equal Opportunity Employer and encourages the nomination and candidacies of women and members of under-represented groups.

PRESIDENT
SPELMAN COLLEGE

The Board of Trustees of Spelman College invites nominations for the position of President. The President is the Chief Executive Officer and is responsible to the Board of Trustees for the total operation of the College.

Spelman College, founded in 1881, is a private, liberal arts college for women. It is recognized as a highly selective, national liberal arts college and is known for its challenging academic program and preparation of generations of African American women for the highest levels of academic, community and professional achievement. The College has a national and international enrollment of 2000 women.

The Board of Trustees is looking for a dynamic, visionary leader with a commitment to scholarship and an outstanding record of professional experience and accomplishments who can lead Spelman College into even greater dimensions of excellence in the next century.

Nominations and statements of personal interest accompanied by current resumes should be sent to:

Dr. June Gary Hopps, Chair
Presidential Search Committee
Spelman College
350 Spelman Lane, SW, Box 1701
Atlanta, GA 30314-4399

W

and should be received no later than November 15, 1996.

Spelman College is an EEO/AA/Title IX Institution

UNIVERSITY OF
SIOUX
FALLS

PRESIDENT

The Presidential Search Committee of the University of Sioux Falls invites nominations and applications for the position of President.

The University of Sioux Falls, founded in 1883, is a Christian university in the liberal arts tradition which seeks to foster academic excellence and the development of mature Christian persons for service to God and humankind. The university is affiliated with the American Baptist Churches, USA and the Coalition of Christian Colleges and Universities.

The University of Sioux Falls enrolls 950 students, including over 500 full-time students in 29 majors, and two graduate programs (M.Ed. and M.B.A.). The university is located in Sioux Falls, South Dakota, a city of just over 120,000 people which was recently named America's most liveable city by *MONEY* magazine.

Candidates for the position should have demonstrated educational leadership and fund-raising abilities and a commitment to the mission of the university. An earned doctorate is preferred.

The deadline for applications is November 30, 1996. Inquiries, nominations, and applications should be addressed to:

Dr. Chet Bowman, Chair
Presidential Search Committee
University of Sioux Falls
1101 W 22nd Street
Sioux Falls SD 57105

UNIVERSITY OF ARKANSAS
FAYETTEVILLE

CHANCELLOR

After ten years of strong, progressive, and responsive leadership of the University of Arkansas, Chancellor Daniel E. Ferritor has decided to return to full-time teaching. The Board of Trustees announces a national search for a successor who has the commitment, skill, vision, and creativity to lead and inspire the University's rich and diverse community.

The University of Arkansas, Fayetteville, was founded in 1871 as a land-grant institution, and is located in the beautiful Ozark Mountain region, economically and culturally one of the most dynamic in the country. The Fayetteville campus of the University of Arkansas is the state's primary doctoral degree-granting institution.

Approximately 12,500 undergraduate and 2,500 graduate students are enrolled in the School of Architecture, the Dale Bumpers College of Agricultural, Food and Life Sciences, the J. William Fulbright College of Arts and Sciences, the College of Business Administration, the College of Education, the College of Engineering, the Graduate School and the School of Law.

The University employs nearly 900 full-time faculty members and more than 2,000 full-time staff. With expenditures of $200 million for fiscal year 1995-96, it is one of only two U.S. institutions recognized by CASE in each of the past four years for its private fund-raising program.

Resumes and supporting materials are sought from highly qualified and motivated candidates. Review of resumes and supporting materials will begin on November 18, 1996. Applications and nominations will be accepted until the position is filled.

Please send correspondence to:

Chancellor Search Committee
University of Arkansas
416 Administration Building
Fayetteville, AR 72701

University of Arkansas home page:
http://www.uark.edu
Chancellor Search information:
http://pigtrail.uark.edu/info/chancellor/search

The University of Arkansas is an equal opportunity/affirmative action institution.

COUNCIL FOR HIGHER EDUCATION ACCREDITATION
WASHINGTON, D.C.
PRESIDENT

The Board of Directors and its designated Search Committee actively seek nominations and expressions of interest in the presidency of the Council for Higher Education Accreditation.

For more than fifty years, a national body has existed to coordinate and oversee accrediting bodies and activities. Created by the national referendum of college and university presidents, the new Council for Higher Education Accreditation (CHEA) will continue the oversight role and offer new ways to support accreditation. The Council is accountable to higher education institutions and works with accrediting bodies and presidential associations to serve the entire higher education community. Through the leadership of its President, its board of directors, and otherwise, it will have strong institutional involvement.

The responsibilities of the Council are to:

- work to assure and improve the quality of higher education in America
- recognize sound and effective higher education accrediting bodies
- coordinate research, debate and processes which improve accreditation
- serve as a national advocate for voluntary self-regulation through accreditation
- collect and disseminate data and information about accreditation
- mediate disputes and foster communication between and among accrediting bodies and the higher education community
- work to preserve the diversity and distinctiveness of the nation's colleges and universities

The Council's President must bring credibility, stature, and the capacity to move quickly into the challenges of the job. The President will have demonstrated successful leadership in a position in higher education, either within the academy as a college or university president, or in an equivalent position of comparable authority and responsibility. The President is charged with the responsibility of building and leading an organization committed to improvement in higher education through accreditation, and must strongly support and advocate the principles of self-regulation and accountability to the public.

The search is underway and will continue until the position is filled. The Board anticipates an appointment by the spring of 1997. A Position Prospectus is available upon request. Review of background materials will commence on November 18. Please submit nominations and expressions of interest to:

Dr. Robert Glidden
Chair, CHEA Board of Directors
c/o Educational Management Network
98 Old South Road
Nantucket, MA 02554

Questions may be directed via e-mail to chea@emnemn.com.

CHEA is an Equal Opportunity, Affirmative Action Employer and actively solicits applications by and nominations of women and minority candidates

BEST COPY AVAILABLE

UtahState UNIVERSITY

ASSISTANT VICE PRESIDENT

Utah State University invites applications and/or nominations for the position of Assistant Vice President for Development.

The successful candidate will be responsible for USU's fund raising activities and must provide creative and vigorous leadership in planning, implementing and evaluating a major fund raising/capital campaign. This position requires extensive travel and interaction with major donors.

Requires proven leadership and management experience; Bachelor's degree (Master's preferred); minimum of five years of recent fund raising experience with demonstrated success heading a major fund raising function (experience in higher education fund raising preferred); personal experience with solicitation of major gifts; excellent oral, written and interpersonal communication skills.

Review of applications will begin November 12, 1996 and continue until the position is filled. A letter of application, resume and the names, addresses and phone numbers of four references who can address the requirements should be sent to:

Dr. H. Craig Petersen
Associate Provost
Utah State University
Logan, UT 84322-1435.

AA/EOE.

UNIVERSITY OF Miami

VICE PRESIDENT
FOR STUDENT AFFAIRS

The University of Miami invites applications and nominations for the position of Vice President for Student Affairs. The University, located in Coral Gables, is a comprehensive, privately supported, non sectarian institution with an undergraduate student enrollment of 8,000 consisting of approximately 47% students of color and a graduate and professional student enrollment of 5,200. It is comprised of 13 degree granting schools and colleges including Architecture, Arts and Sciences, Business Administration, Communication, Continuing Studies, Education, Engineering, Graduate School of International Studies, Law, Medicine, Music, Nursing, and the Rosenstiel School of Marine and Atmospheric Science.

Responsibilities: The Vice President for Student Affairs reports directly to the Executive Vice President and Provost and is the senior student affairs officer responsible for creating a learning environment that fosters the academic, personal, and social development of the student. The qualified candidate will provide leadership for a comprehensive student affairs division including student activities, residence halls, multicultural student affairs, international student services, wellness and recreation, career planning and placement, counseling center, health services, honor council, international scholar services, orientation, commuter student affairs, leadership programs, student life, student publications, and volunteer services center.

Qualifications: The successful candidate will have at least five years of high level administrative experience in student affairs or a related field; strong team building skills; an awareness of current issues in higher education, specifically related to student development; experience in working with a diverse student population; knowledge of budget and resource allocation; doctorate preferred.

The position will be available June 1, 1997.

Letters of nomination and/or application, including a resume and the names and addresses of five references may be submitted in confidence to:

Paul M. Orehovec
Vice Provost and Dean of Enrollments and Chair
Search Committee
University of Miami
P.O. Box 248085
Coral Gables, Florida 33124

The University of Miami is an affirmative action, equal opportunity employer

---

CLARKSON UNIVERSITY
VICE PRESIDENT
FOR ACADEMIC AFFAIRS

Clarkson University is seeking an outstanding academic leader for its Vice President for Academic Affairs. The individual who assumes this position will be a creative and energetic academic with an overriding commitment to excellence. Candidates for the position should demonstrate proven successful administrative experience, a strong scholarly background and a reputation as an outstanding teacher. The Vice President for Academic Affairs will join an administrative team committed to leading Clarkson into the 21st century as one of America's premier technological universities.

Clarkson University is an independent technological university offering baccalaureate, master's and doctoral degrees. The University's 2700 students are enrolled in degree programs in business, engineering and management, science, technical communications, and interdisciplinary majors. Clarkson is recognized for its outstanding faculty and student body as well as for its extremely friendly and supportive campus community. The University has always enjoyed a strong working relationship with corporate America. Clarkson is located in the historic village of Potsdam, New York, on the banks of the Raquette River in the foothills of the Adirondack Mountains. Additional information about Clarkson is available at http://www.clarkson.edu.

Applications or nominations, letters of interest, and resumes should be sent to the address below by 12/16/96 in order to be guaranteed full consideration. All inquiries and applications will remain confidential.

Academic Vice President Search
Office of the President
Clarkson University
P.O. Box 5500
Potsdam, NY 13699-5500

Clarkson University is an AA/EOE. Minorities and females are encouraged to apply

---

HILLSBOROUGH COMMUNITY COLLEGE

CAMPUS VICE PRESIDENT

Hillsborough Community College, a multi-campus educational institution, located in west central Florida, invites applications for the position of Campus Vice President for the HCC campus at Brandon. The position reports to the Executive Vice President for the efficient and effective management, general administration and operations of the campus. This includes promoting and enhancing the educational programs in the areas of academic affairs, student services, economic development, and support services. It also includes effective selection, allocation, utilization, and management of personnel, funds, materials and facilities.

Minimum Qualifications: Master's degree and eight years of progressively more responsible administrative experience. Preference will be given to candidates with an earned doctorate and five years of progressively more responsible administrative experience. The position also requires a commitment to equal access/equal opportunity and affirmative action.

The selected candidate will consult with, advise, and receive guidance from the Executive Vice President and other members of the Executive staff on matters, policies, and procedures appropriate to accomplishing the mission and functions of the College and the Brandon Campus.

This position will be available on January 1, 1997.

To Apply: Submit a resume that clearly illustrates attainment of the minimum qualifications, and the names, addresses and phone numbers of three professional references before the application deadline.

Human Resources Office
P.O. Box 31127
Tampa, FL 33631
813-253-7573 (Office) 813-253-7034 (Fax)
Application deadline: November 22, 1996.

WAYNE STATE UNIVERSITY

VICE PRESIDENT FOR RESEARCH AND DEAN OF THE GRADUATE SCHOOL

Wayne State University invites applications and nominations for the position of Vice President for Research and Dean of the Graduate School. Wayne State University is a comprehensive state-supported, non-profit research university with 14 schools and colleges offering approximately 350 undergraduate, graduate and professional degrees, including business, medicine, pharmacy, law, and engineering to more than 32,000 students. An urban university located in Detroit, Michigan, Wayne State is a Carnegie Research I Institution, and attracts the largest public graduate and professional school enrollment in the country, with over 14,000 students currently enrolled.

The University seeks an innovative and dynamic leader with demonstrated leadership and administrative skills, a strong research and teaching/training background, and the ability to attract human and financial resources to a comprehensive and diverse research program.

The Vice President for Research and Dean of the Graduate School reports to the Vice President for Academic Affairs, and is responsible for all administrative, fiscal and policy making activities in the Division of Research and the Graduate School. He/she will represent the University's research interests to federal and state governments and to private industry. The successful candidate will have:

- an accomplished record of research and scholarly achievement appropriate for appointment as a tenured professor;
- the ability to promote research, training and fund-raising activities within the public and private sectors;
- successful administrative and fiscal management experience;
- an understanding of and commitment to the University's multiple missions, including serving a diverse urban environment and facilitating interdisciplinary research; and
- demonstrated emphasis on academic excellence and implementing and facilitating minority programs.

Screening of applicants will begin on January 3, 1997, and continue until the position is filled. Candidates should submit a letter of application, curriculum vitae, and complete contact information for four references. Information about Wayne State University and its programs can be accessed at www.wayne.edu. Applications and nominations, or requests for additional information (dwyer@iog.wayne.edu) should be sent to:

Dr. Jeffrey W. Dwyer, Chair
Vice President for Research and Dean of the Graduate School Search Committee
Institute of Gerontology
Wayne State University
87 East Ferry
Detroit, MI 48202

Wayne State University is an equal opportunity/ affirmative action employer

Wayne State University - People working together to provide quality service

All buildings, structures and vehicles at WSU are smoke free

Marietta College

PROVOST

Marietta College invites nominations and expressions of interest from energetic and visionary leaders seeking appointment as the Provost and Dean of the Faculty.

Marietta is an independent, selective, coeducational, residential liberal arts college of 1300 students located in the historic river city of Marietta, Ohio, a community regularly cited for its high quality of life, scenic beauty, and reasonable cost of living. The city of 15,000 is part of a larger metro area of 150,000 about two hours from Columbus and Pittsburgh.

Marietta was founded in 1788, the first organized settlement in the Northwest Territory. The College traces its roots to 1797, was formally chartered in 1835, and awarded a chapter of Phi Beta Kappa in 1860, only the 16th institution in the nation so honored. For a decade, Marietta College has been recognized annually by *US News* as one of the top 10 regional liberal arts colleges in the Midwest. Recent initiatives of the college include programs in Leadership Studies, Environmental Science, Gender Studies, and a growing population of international students.

The Provost is the chief academic officer of the college and is responsible for working in partnership with faculty to ensure the quality of educational programs at a student-centered college. He or she is responsible for faculty and administrative appointments, curriculum development, and the program and budgets of the academic and related departments including those of the library, computing, registrar, and intercollegiate athletics. Reporting to the President, the Provost is a part of the senior management team.

Applicants should possess:

* a commitment to undergraduate liberal learning and its value for selected career-oriented programs;
* a record of successful teaching, scholarship, and academic administration at the college level;
* excellent communication and interpersonal skills and the ability to function in an environment of shared academic governance;
* a desire to provide educational leadership in the forthcoming capital campaign;
* the ability to articulate the college's mission to a variety of audiences;
* awareness of the forces affecting private liberal arts colleges and ideas about how to deal with them;
* experience in comprehensive academic planning and evaluation;
* knowledge of academic technology and how it affects undergraduate education;
* a commitment to and experience in developing and staffing interdisciplinary non-departmental programs;
* earned doctorate or its equivalent.

Please forward nominations or letters of application with professional resume, in confidence, to:

Dr. John Michel
Chair, Provost Search Committee
Marietta College
Marietta, OH 45750

Candidates should arrange for three letters of reference to be sent as well.

Review of applications will begin on November 1, 1996 and continue until the position is filled. It is expected that the Provost will assume office by July 1, 1997.

Marietta College is an equal opportunity employer which values diversity. Women, minorities, and persons with disabilities are encouraged to apply.

BEST COPY AVAILABLE

DEAN
SCHOOL OF EDUCATION

EAST CAROLINA UNIVERSITY
GREENVILLE, NORTH CAROLINA

East Carolina University invites applications and nominations for the position of Dean of the School of Education. The Dean shall:

- serve as the chief academic and administrative officer of the School of Education;
- provide administrative leadership and vision in academic, personnel, curricular, and financial areas of the School.
- demonstrate a commitment to distinguished teaching, scholarship, and service to the state of North Carolina, the region, and the nation.
- serve as the university spokesperson on school related issues.
- facilitate school and community collaboration;
- seek public and private funds;
- support the growth and development of the School within the University

THE INSTITUTION: East Carolina University, the third largest institution in the University of North Carolina System, has an enrollment of over 17,500 students, including over 3,000 graduate students. Founded in 1907, the University is located in Greenville, North Carolina, a progressive and growing city of over 54,000 that serves as the cultural and economic center of North Carolina's historic Coastal Plain. The University currently offers 102 baccalaureate programs, 80 master's programs, and doctoral study in 8 fields. The University's Strategic Plan calls for increasing the number of doctoral programs. In addition to the School of Education, the University has a College of Arts and Sciences and 10 other professional schools: Allied Health Sciences, Art, Business, Health and Human Performance, Human Environmental Sciences, Industry and Technology, Medicine, Music, Nursing, and Social Work.

THE SCHOOL OF EDUCATION: The School of Education is North Carolina's largest teacher education school/college with an enrollment of approximately 1,700 and a faculty of 100. It offers baccalaureate, master's, specialist, and doctoral degree programs through eight departments: Business, Vocational, and Technical Education; Counselor and Adult Education; Educational Leadership; Elementary and Middle Grades Education; Foundations, Research, and Reading; Library Studies and Educational Technology; Science Education; and Special Education. All teacher education programs are accredited by NCATE and the North Carolina Department of Public Instruction.

QUALIFICATIONS: The qualifications of the successful candidate should include the following:

- An earned doctorate from an accredited institution in a field appropriate to the School;
- A record of excellence in teaching, research and scholarly achievements, and service commensurate with appointment at the rank of tenured, full professor;
- A record of successful administrative experience preferably in higher education;
- A demonstrated record of ongoing activity in professional organizations;
- An ability to organize, manage, and communicate effectively with a large and diverse faculty and student body;
- Effective interpersonal skills;
- Demonstrated knowledge of current trends and issues in education;
- Demonstrated creative leadership in the preparation of educators for public school and human service professions;
- A demonstrated commitment to facilitating a strong tradition of working in partnership with school districts, community agencies, and area businesses;
- Demonstrated willingness to be an advocate for the School and the field of education within the University and externally to a wide range of professional and community leaders, the public, and the educational systems of the state;
- Eligibility for North Carolina teacher licensure.

Salary and benefits are competitive and commensurate with qualifications and experience. Position is available July 1, 1997 or negotiable.

APPLICATIONS/NOMINATIONS: Nominations or applications (including a letter of interest; curriculum vitae; and the names, addresses, and telephone numbers of five references) should be sent to:

Dr. Brad Foley, Dean
School of Music
East Carolina University
A.J. Fletcher Music Center
Greenville, North Carolina 27858-4353

Screening will begin on December 7, 1996, and will continue until the position is filled.

An equal opportunity/Affirmative Action University. Accommodates individuals with disabilities. Applicants must comply with the Immigration Reform and Control Act. Official transcripts are required upon employment.

UK UNIVERSITY OF KENTUCKY

DEAN
OF THE GRADUATE SCHOOL

The University of Kentucky invites applications and nominations for the position of Dean of the Graduate School. Under the broad direction of the President, the Vice President for Research and Graduate Studies, the Chancellor for the Lexington Campus, and the Chancellor for the Medical Center, the Dean provides general planning, guidance, review, and coordination for all of the University's endeavors in graduate education. The Dean serves as chair of the Graduate Faculty and Graduate Council, oversees graduate admissions, records, recruitment and financial support, coordinates extended-campus graduate programs, and participates in the review and monitoring of all graduate programs. In addition, the Graduate Dean makes recommendations to the Graduate Faculty and the University Senate concerning requirements for advanced degrees and policies necessary to ensure high standards of performance in graduate work.

The Dean of the Graduate School reports to the Vice President for Research and Graduate Studies, and to the Chancellor of the Lexington Campus and the Chancellor of the Medical Center for multidisciplinary graduate programs assigned to their sectors. The Graduate Dean works closely with other deans and high level university administrators throughout the institution, including the Colleges of Agriculture, Allied Health Professions, Architecture, Arts and Sciences, Business and Economics, Communications and Information Studies, Dentistry, Education Engineering, Fine Arts, Human Environmental Sciences Law, Medicine, Nursing, Pharmacy, and Social Work.

The University of Kentucky was founded in 1865 and is a land-grant institution. Designated a Carnegie I Research Institution, UK is the major research and graduate degree granting institution in the Commonwealth. Approximately 5500 graduate students are currently enrolled in 57 doctoral programs and over 95 master's and educational specialist programs. The Graduate Faculty numbers about 1200.

The University seeks candidates for this position who have a sustained record of scholarly productivity substantial involvement in doctoral education, demonstrated leadership abilities, and successful academic administrative experience. The salary is competitive with national and regional benchmark institutions and is commensurate with candidate qualifications.

It is anticipated that the appointment of the Graduate Dean will be effective March 1, 1997. Please send nominations or letters of interest (including a resume and names of three references) to:

Ms. Kris Hobson
Office of the Vice President
Research and Graduate Studies
207 Administration Building
University of Kentucky
Lexington, Kentucky 40506-0032

The review of applications will begin November 15, 1996 and continue until the position is filled.

The University of Kentucky is an Affirmative Action, Equal Opportunity Employer, and actively seeks the candidacy of interested minorities and women.

MOUNT UNION COLLEGE

ASSOCIATE DEAN OF THE COLLEGE

Responsibilities: The Associate Dean, who reports to the Dean of the College, has primary administrative responsibility for adult studies, summer and continuing education programs, and other duties as assigned by the Dean. The ongoing assessment and revision of these programs, arrangements for and development of their staffing, and their vigorous marketing will be expected.

Qualifications: Terminal degree and experience with adult and continuing education expected. Excellent interpersonal skills needed.

Compensation: Commensurate with training and experience.

Community: Student enrollment totals 1,750 which includes minority and international students. Mt. Union College has a strong commitment to nuturing a culturally diverse faculty and student body. Women and minorities are encouraged to apply. EOE. Alliance is a small, diverse, community of 25,000. Close proximity to Canton/Akron, Cleveland, and Pittsburgh provide rich cultural, intellectual and social possibilities.

Application: Send letter of application, resume, and three letters of reference with phone numbers to Dr. Robert L. Watson, Vice President for Academic Affairs and Dean of the College, Mount Union College, 1972 Clark Avenue, Alliance, Ohio 44601. Screening will begin immediately and continue until the position is filled.

Mount Union College is an Equal Opportunity Employer.

LORAS COLLEGE

ASSOCIATE ACADEMIC DEAN

Loras College invites applications and nominations for the position of Associate Academic Dean. The Associate Dean reports directly to the Vice President for Academic Affairs and is responsible for the implementation of a fully developed (NCA approved) assessment plan, supervises academic advising activities and coordinates ongoing program review procedures for academic areas. In addition the individual will work with the registrar and the academic staff in the areas of academic advising and oversight of special academic programs. The individual will have faculty status (non-tenured) and will have the opportunity to teach.

Loras is a Catholic, four-year, coeducational, liberal arts institution with preprofessional and career preparation and is dedicated to high academic, ethical and moral standards. The student body consists of approximately 1,800 students, over 90 percent of whom are full-time undergraduates.

The successful candidate will have an earned doctorate, teaching experience in a liberal arts environment and work with assessment practices. Administrative experience, knowledge of the principles and practices of management and leadership, demonstrated research experience and computer expertise are highly desirable. We seek an individual who has the ability to secure the cooperation of and work productively with individual faculty members, academic departments and students.

Appointment to the position will be effective June 1, 1997 or as soon thereafter as possible. Application processing will begin November 15, 1996, and continue until the position is filled. Send nomination or letter of application, curriculum vitae, transcripts and five references to: **Gerald J. Koppes, Director of Human Resources, Loras College, P.O. Box 178, Dubuque, Iowa 52004-0178.**

An Affirmative Action, Equal Opportunity Employer
Women and Minorities Encouraged to Apply.

DEAN
SOCIAL SCIENCES
— *OCEAN COUNTY COLLEGE* —

Provide supervision and leadership for department, responsible for development, evaluation, improvement, and operation of all functions related to curriculum and instruction with department. Master's degree in social science-related discipline required, earned doctorate preferred. Five years collegiate teaching experience required, preferable at a community college. Demonstrated leadership in educational administration required, preferably at the department level.

Hiring salary $40,000/year to $53,000/year. Appointee must have seven years relevant experience plus four years military service to receive maximum salary placement. Outstanding benefits.

Send application/resume to
OCEAN COUNTY COLLEGE
Personnel Department
P.O. Box 2001
Toms River, NJ, 08754
FAX (908) 255-0444.
by November 13, 1996.

AA/EOE.

DEAN
FACULTY OF ARTS AND SCIENCES
COLLEGE OF WILLIAM AND MARY

The College of William and Mary invites applications and nominations for the position of Dean of the Faculty of Arts and Sciences.

William and Mary is a state university chartered in 1693 with a present enrollment of approximately 5300 undergraduate and 2300 graduate and professional students in five academic divisions: the Faculty of Arts and Sciences, and the Schools of Business, Education, Law, and Marine Science. The vast majority of its undergraduate students is enrolled in Arts and Sciences.

The Dean is the chief administrative officer of the Faculty of Arts and Sciences, which includes 27 academic departments and programs. The Dean is responsible for the administration of instructional programs, budgetary planning and allocation, faculty development, academic advising and state mandated assessment programs within the Faculty of Arts and Sciences. The Dean is assisted administratively by a Dean of Undergraduate Studies, a Dean of Research and Graduate Studies of Arts and Sciences and an Associate Vice Provost for Academic Technology. The Dean reports to the Provost. Salary will be competitive and commensurate with qualifications.

Candidates should have an earned doctorate or equivalent and should be established scholars with administrative experience consonant with the complexity of a state-supported university. They should have a demonstrated commitment to liberal education, scholarship, and issues of diversity. The position carries professorial rank with tenure in the appropriate department.

Nominations, or, in the case of applicants, a letter of application and resume should be sent to:

Professor Judith Ewell
Chair, Dean's Search Committee
Department of History
College of William and Mary
Williamsburg, Virginia 23187-8795

In addition, applicants should arrange for four letters of recommendation to be sent to the above address. The search committee will begin reviewing applications by 4 November 1996 and will continue the review and interview process until the position is filled. The starting date for the position is 1 July 1997.

The College of William and Mary is an Affirmative Action/Equal Opportunity Employer
Members of under represented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply.

BEST COPY AVAILABLE

UofL UNIVERSITY OF LOUISVILLE

DEAN

OF THE COLLEGE OF ARTS AND SCIENCES

The University of Louisville seeks applications and nominations for the position of Dean of the College of Arts and Sciences. As a state university in Kentucky's largest city, the University of Louisville offers graduate, baccalaureate, and associate degrees in over 170 fields of study through 13 schools and colleges. The University currently enrolls 22,000 students, 10,000 of whom matriculate in the College of Arts and Sciences.

Providing a comprehensive liberal arts education, the College of Arts and Sciences includes 20 departments in the core academic disciplines, as well as a variety of interdisciplinary programs offered through the Division of Humanities, the Division of Social Sciences and the Division of Natural Sciences. With a full-time faculty of 300, the College offers 42 undergraduate major programs and 31 graduate degrees.

The Dean is the Chief Academic and Administrative Officer of the College of Arts and Sciences and reports directly to the Provost. The Dean ensures the academic integrity of all educational programs, encourages excellence in teaching, fosters research, creative professional activity and collegiality, oversees the fiscal well-being of the unit, and is responsible for alumni relations and the solicitation of major gifts for the College.

Candidates must qualify for a tenured appointment in one of the disciplines within the College and possess prior administrative experience as well as a record of significant achievement in teaching and professional activity. Commitment to academic excellence in the context of innovative efforts to meet the challenges and opportunities of higher education in an urban center is essential. The University of Louisville is an equal opportunity, affirmative action employer. Women and minorities are especially encouraged to apply.

Applications are requested by December 15, 1996. Review of applications will begin immediately with a goal of campus visits for the finalists in late February 1997. The appointment will be effective July 1997.

Applications should include a letter of interest, providing information about the candidate's qualifications and vision for the College, a resume, as well as names and addresses of 6 individuals willing to provide references. Please send applications to:

Professor Mary Hawkesworth, Chair
Arts and Sciences Dean Search Committee
c/o Office of the Provost
University of Louisville
Louisville, KY 40292

DEAN

TECHNICAL EDUCATION

MURRAY STATE COLLEGE

Murray State College (MSC) seeks applications for the position of Dean of Business and Technology which assumes the responsibility of the Division of Business and Technology and assists the Registrar with coordination of the Ardmore Higher Education Center.

Full-time, 12-month contract renewable annually; salary commensurate with education and experience. Master's degree required with preferred area of emphasis in vocational/technical education. Experience preferred in industry and teaching in a two-year college technical education program.

The position will remain open until an acceptable candidate is identified. Send a letter of application, resume, three (3) reference letters, and college transcripts to

Affirmative Action Office
Murray State College
One Murray Campus
Suite AD-208
Tishomingo, Oklahoma 73460

Job description is available by mail or fax, call 405-371-2371, extension 105.

AA/EO employer

DEAN

THE WAYNE COLLOWAY SCHOOL OF BUSINESS AND ACCOUNTANCY

• WAKE FOREST UNIVERSITY •

Wake Forest University invites nominations and applications for the position of the Dean of the Wayne Calloway School of Business and Accountancy. The Calloway School offers Bachelors of Science in Analytical Finance, Business, and Mathematical Business, and a Master of Science in Accountancy.

The University enrolls about 3500 undergraduate students. The Wayne Calloway School has about 25 full time faculty members and 350 students. The position requires a dynamic individual who will guide and preserve a rigorous curricula, provide leadership and support for the scholarly and professional development of its highly motivated faculty, and nurture the Wayne Calloway School's excellent relations with its business partners to secure their continuing support for the mission of the School.

Qualified candidates should possess leadership and managerial skills acquired through experience in academe or in business, a respected record and an understanding of scholarly enterprise. Moreover, a vision for the deployment of information and communications technology in education is required. An earned Ph.D. in business or a related field is preferred but not required.

The review of the applications will begin in December. The position is available in July 1997. A detailed resume should be sent to:

Professor Umit Akinc, Chair
Calloway Dean Search Committee
P.O. Box 7328
Reynolda Station
Wake Forest University
Winston-Salem NC 27109

Wake Forest University is an equal opportunity employer

ASSOCIATE DEAN/ DIRECTOR

THOMAS EDISON STATE COLLEGE

Thomas Edison State College, one of 12 senior public colleges and universities in New Jersey, enrolls 9,000 adult students from around the world. The College currently offers a master of science in management, baccalaureate and associate's degrees in liberal arts, business, applied science and technology, nursing and human services and specializes in distance learning. Thomas Edison is known internationally for its expertise in assessing learning acquired outside the college classroom and is widely respected for excellence in academic advising; serving students through rigorous on-line computer courses; independent study and testing program; providing educational services worldwide through the College's own computer network; and developing partnerships with other colleges, corporations, the military and municipal governments. The work environment is dynamic, innovative, and fast-paced. The College offers an on-line interactive computer network for students, staff, and consulting faculty.

Thomas Edison has, as a result of an extensive strategic planning effort, recommitted itself to student service. To fulfill this commitment, the College has established a student services center which manages the support needs of students through enrollment. The College is now seeking an individual to serve as administrator of the Center and the offices of Admissions, Financial Aid and the Registrar. The Center serves applicants and enrolled students providing direction and support through evaluation, program planning, and program completion.

The Associate Dean is a senior management position within the College reporting to the Vice Provost and Academic Dean. The successful candidate will have demonstrated the following professional and personal qualifications:

- A minimum of five years' administrative experience in a student services related area central to the position.
- A history of successful progressive academic administration experience.
- Education at the master's degree level.
- Knowledge and experience with data management systems in higher education.
- Staff training experience.

Top level skills are required in written and oral communications, diplomacy, consensus building and the ability to provide strong leadership to direct and shape the Student Services Center and related services.

Applications and nominations must be received by November 15, 1996 and should be addressed to:

Associate Dean Search Committee
c/o Dr. Patricia M. Sparks,
Vice Provost and Academic Dean
Thomas Edison State College
101 West State Street
Trenton, NJ 08608-1176

Thomas Edison State College is an Equal Opportunity, Affirmative Action Employer

---

THE UNIVERSITY OF IOWA

DEAN

COLLEGE OF LIBERAL ARTS

The University of Iowa welcomes applications and nominations for the position of Dean of the College of Liberal Arts, with appointment to begin July 1, 1997. The Dean exercises intellectual leadership and executive authority in a large college that includes the fine arts, humanities, social sciences, mathematical sciences, and natural sciences. The Dean must also elicit, articulate, and sustain a vision for the future of the College. The Dean represents the College in its relations with the University administration and with alumni and other external constituencies, securing the support and resources necessary for the College to fulfill its teaching and research mission.

The College of Liberal Arts is the largest college within the University, with 16,000 students and 650 tenure-track faculty in 42 departments and professional schools. The College administers the General Education Program for virtually all undergraduate students and offers undergraduate degrees in 57 fields of study. The College participates in graduate education through its departments, which offer graduate programs enrolling 3,000 students in 45 fields. (Consult the College's homepage at http://www.uiowa.edu/~libarts/)

The University of Iowa, with a total enrollment of 28,000 students, also includes colleges of Business Administration, Dentistry, Education, Engineering, Law, Medicine, Nursing, and Pharmacy. The campus is in Iowa City, a cosmopolitan community of 65,000 with exceptional cultural resources, excellent public schools and libraries, and outstanding medical care.

Candidates must present academic credentials that meet the standards for appointment at the rank of full professor with tenure in a unit of the College. Candidates must also demonstrate the ability to articulate a vision for the future of a multidisciplinary college in a comprehensive public research institution. Candidates must have documented commitment to and success in increasing diversity among faculty, students, and staff; a record of administrative/budgetary success at the department level or beyond; and a record of effective service at the collegiate or University level. Candidates must have demonstrated qualities that contribute to effective communication, including receptivity, responsiveness, and willingness to listen and consult. Women, minority candidates, and persons with disabilities are particularly encouraged to apply.

To obtain a detailed position description, consult the web site noted above or contact the Search Committee. To apply for the position, submit a letter, curriculum vitae, and names of three or more references to the Liberal Arts Dean Search Committee, c/o Office of the Provost, The University of Iowa, 111 Jessup Hall, Iowa City, Iowa 52242-1316. The committee also invites letters of nomination, which must include a brief summary of the nominee's qualifications. Screening will begin February 1 and will continue until an offer of appointment has been made.

The University of Iowa is an equal opportunity and affirmative action employer.

BEST COPY AVAILABLE

THE COLLEGE OF

WOOSTER

DEAN OF ADMISSIONS

(SEARCH EXTENDED)

The College of Wooster seeks nominations and applications for the position of Dean of Admissions. The Dean of Admissions leads, plans and organizes the student recruitment programs for the College. The Dean of Admissions is responsible for developing policy and procedures regarding the recruitment and admission of students, initiating and overseeing Admissions planning, and designing and implementing strategies to supplement the Colleges' admissions research and marketing efforts. The Dean also develops and oversees the admissions budget. The Dean reports to the Vice President for Academic Affairs, holds faculty status, and is a member of the President's Executive Staff.

Wooster seeks an individual who has experience and established credentials within the student recruitment and admissions profession; candidates should have demonstrated leadership abilities, effective interpersonal skills, and the capacity to communicate clearly and effectively. A master's degree, a minimum of five years' admissions experience at the supervisory level, and knowledge of integrated administrative software are preferred. Experience in a college of the liberal arts and sciences is desired.

Applications and nominations for the position are invited. These should be sent to

R. Stanton Hales
President
The College of Wooster
Wooster, OH 44691-2363.

Applications should include a cover letter, resume and names of three professional references. To ensure full consideration, please submit applications by Friday, November 15, 1996.

The College of Wooster wishes to ensure that the search identifies qualified women or minority candidates. Applicants belonging to these groups are encouraged to identify themselves if they wish. The College is an Equal Opportunity, Affirmative Action Employer.

DEAN

COLLEGE OF URBAN AND PUBLIC AFFAIRS

FLORIDA INTERNATIONAL UNIVERSITY

Florida International University invites nominations and applications for the position of Dean of the College of Urban and Public Affairs. The Dean reports to the Provost/Vice President for Academic Affairs and is the chief academic, fiscal, and administrative officer for the College.

Florida International University is a member institution of the State University System of Florida. FIU is the paradigm of a modern urban university, offering programs leading to the bachelors', masters', and doctoral degrees at two major campuses, a teaching site in Fort Lauderdale, and several off-campus locations.

FIU has become a major international center of learning, with an emphasis on creating mutual understanding among the Americas. The Greater Miami community, with its wide spectrum of ethnic groups, languages, and cultures, is a living laboratory in which faculty and students learn ways to promote greater cooperation among different nations and peoples.

The College of Urban and Public Affairs has two academic units - the School of Management and the School of Social Work - five research/training centers, including the Professional Development Center, the Center for the Administration of Justice, the Institute for Children and Families at Risk, the Institute of Government, and the Institute for Public Management and Community Service. The School of Policy and Management offers undergraduate and graduate degrees in criminal justice, health services administration, and public administration and Ph.D. in public administration. The School of Social Work provides bachelor's and master's degrees in social work and a Ph.D. in social welfare. The College has 62 full-time faculty and approximately 1,600 students.

The individual must be tenurable in a relevant discipline and eligible for academic appointment at the level of full professor in the College of Urban and Public Affairs.

Applications and nominations must be postmarked by January 2, 1997, but interested parties are encouraged to respond promptly to:

Dr. J. Arthur Heise
Chair, Dean Search Committee
c/o Southeast Florida Center on Aging
Florida International University, North Campus
3000 N.E. 145 Street, ACI 384
North Miami, Florida 33181

Florida International University is an Equal Opportunity, Affirmative Action, Equal Access Employer.

KANSAS STATE UNIVERSITY - SALINA

DEAN OF THE COLLEGE OF TECHNOLOGY

Kansas State University seeks an experienced and imaginative leader for the position of Dean of the College of Technology. The Dean also serves as the chief administrator for the Kansas State University-Salina campus and reports to the Provost of Kansas State University in Manhattan.

The College of Technology, located in Salina, Kansas, is comprised of the departments of Aeronautical Technology; Engineering Technology; Arts, Science and Business; and Library and Media Services. Two-year Associate of Technology and Aeronautics degrees are offered, as well as baccalaureate degrees in electronic and mechanical engineering technology, air-way science, land information technology, and technology management. Geographical information systems, global positioning systems and computing are important and growing aspects of the college. There are approximately 60 faculty, 50 staff, and 800 students at KSU-Salina.

Qualifications for the dean include academic management and leadership experience at the department level or above, and a track record of successful participation in, or interaction with, private business and industry. A masters degree is required and a Ph.D. is preferred in engineering, business, or a field related to the various technologies including aeronautical, chemical, civil, computer, electronic or mechanical programs. Candidates must have excellent communication and interpersonal skills, ability to interface with industry and community leaders, and a strong commitment to academic excellence and diversity in the faculty and student body.

The primary responsibility of the dean is the college and its programs. The dean is expected to provide dynamic leadership in teaching, professional service and applied research. The person selected should be able to stimulate a collegial, intellectual environment, promote the continued development of nationally recognized programs, and work productively with faculty, staff, and students. The dean is responsible for extensive interaction with the Salina community and private business and industry in the state and region. Extensive fundraising and facilitation of mission-related grantsmanship are essential aspects of the job. The college will have a full-time associate dean who will be responsible for day to day operation of academic affairs and student affairs. It is essential that either the dean or associate dean have a degree in engineering. Support activities such as student housing, student recruitment, and facilities report to the relevant vice presidential structure on the Manhattan campus.

Screening of applications will begin December 2, 1996; applications will be accepted until the position is filled, with an anticipated starting date of July 1, 1997. Application materials, including a vita and a list of at least three academic references should be sent to:

Dr. Beverlee R. Kissick, Chair
Dean of Technology Search Committee
106 Anderson Hall
Kansas State University
Manhattan, Kansas 66506-0113

For additional information about the College of Technology, refer to our homepage at http://www.sal.ksu.edu.
Kansas State University is an affirmative action/equal opportunity employer and actively seeks employee diversity.

238

BEST COPY AVAILABLE

BELMONT UNIVERSITY

DEAN, SCHOOL OF NURSING

Belmont University School of Nursing, an established professional nursing school focused on servicing the community now and in the future through outcome-based nursing practice, invites applications for the position of Dean. Belmont is a comprehensive liberal arts institution affiliated with the Tennessee Baptist Convention. Located in Nashville, the state capital and one of the South's fastest growing areas, Belmont is positioned at the heart of major health care, education, and entertainment industries. The School of Nursing is an NLN accredited program with approximately 250 BSN and MSN students.

Successful applicants must have

- Master of Science in Nursing and an earned doctorate in Nursing or a related field
- commitment to visionary leadership
- commitment to facilitating excellence in teaching, practice, service, and research
- understanding of the rapidly changing environments of health care delivery and higher education
- literacy in the use of information technology
- demonstrated administrative and leadership ability with strong interpersonal skills
- commitment to development of innovative, collaborative interdisciplinary educational opportunities in a student-centered university environment

Competitive salary and benefits package with salary commensurate with qualifications and experience. Review of applications begins January 15. Applications will be accepted until the position is filled.

Members of traditionally under-represented groups are encouraged to apply. Interested candidates should submit a letter of interest and a complete curriculum vita to:

Debra Wollaber, Ph D., RNC
Chair, Nursing Dean Search Committee
Belmont University School of Nursing
1900 Belmont Blvd.
Nashville, TN 37212
or e-mail- ndeansearch@belmont.edu
EO/AA employer

Belmont University's vision is to be a premier teaching university bringing together the best of liberal arts and professional education in a consistently caring Christian environment.

LORAS COLLEGE

DIRECTOR OF INTERCOLLEGIATE ATHLETICS

Loras College invites applications and nominations for Director of Intercollegiate Athletics. Loras is a Catholic, four year, coeducational, liberal arts institution with nearly 1,900 students.

Under the general direction of the Vice President for Student Development/Dean of Students, the successful candidate administers 21 athletic programs, supervises 44 staff members and accepts responsibility for 500 student participants in NCAA Division III intercollegiate athletic programs. This full-time administrative position, no coaching duties involved, requires a master's degree and a minimum of 5-7 years of experience at the associate administrator level or above in intercollegiate athletics. Coaching and teaching experience with a doctorate in Administration of Athletics, Health, Wellness, Physical Education, Leisure Studies or related field preferred. Applicants will be expected to understand and support Loras' mission, liberal arts environment and Catholic heritage.

Position is available June 1, 1997. Review of applications begins December 1 and continues until the position is filled. Send letter of application, curriculum vitae, three letters of reference and a one-page statement of philosophy regarding intercollegiate athletics in a liberal arts, academic setting to:

Chair, Department of Intercollegiate Athletics
Search Committee
c/o Department of Human Resources
Loras College
1450 Alta Vista
Dubuque, Iowa 52004-0178.

An Affirmative Action, Equal Opportunity Employer
Women and Minorities Encouraged to apply

For more information on Loras College, visit:
http://www.loras.edu.

REGISTRAR

THOMAS EDISON STATE COLLEGE

Thomas Edison State College, one of 12 senior public colleges and universities in New Jersey, enrolls 9,000 adult students from around the world. The College currently offers a master of science in management, baccalaureate and associate's degrees in liberal arts, business, applied science and technology, nursing and human services and specializes in distance learning. Thomas Edison is known internationally for its expertise in assessing learning acquired outside the college classroom and is widely respected for excellence in academic advising; serving students through vigorous on-line computer courses; independent study and testing program providing educational services worldwide through the College's own computer network; and developing partnerships with other colleges, corporations, the military and municipal governments. The work environment is dynamic, innovative and fast paced. The College offers an on-line interactive computer network for students, staff and continuing faculty.

The Registrar reports to the Associate Dean/Director. The successful candidate will have demonstrated the following professional and personal qualifications:

- Administrative experience as Registrar or assistant registrar in higher education
- A minimum of four years' experience in higher education at a supervisor or management level
- Familiarity with the records management of nontraditional students
- Experience with foreign credential evaluation desired
- Education at the master's degree level
- Knowledge and experience with data management systems
- Top level skills are required in written and oral communication.

Applications and nominations must be received by November 15, 1996 and should be addressed to:

Associate Dean Search Committee
c/o Dr. Patricia M. Sparks, Vice Provost
and Academic Dean
Thomas E dison State College
101 West State Street
Trenton, NJ 08608-1176

Thomas Edison State College is an Equal Opportunity, Affirmative Action Employer

BEST COPY AVAILABLE

University of California at Berkeley
Economics and Policy of Agriculture, Resources, and Trade

Assistant/Associate/Full Professor of Agricultural and Resource Economics; 9-month tenure-track position.

Qualifications: A Ph.D. in agricultural and resource economics or economics is required. The candidate must have a demonstrated track record of commitment to teaching and performing research on agricultural and resource economics and policy. Research: The incumbent is expected to conduct theoretical, and/or quantitative research on the agricultural economy and its impact on the environment, policies and institutions affecting agriculture and the environment in California, the US, and around the world. Candidate may work on modeling the performance of agricultural sectors, process of transition and change in agriculture, political economy of agricultural and natural resources, the economics of agriculture and the environment, and assessment of state, national and international policies affecting agriculture and environmental and resource policies related to agriculture (e.g., issues of pest management, endangered species, soil erosion, agricultural and trade regulations or other relevant topics). Teaching: Two semesters and/or graduate semester-length courses and one graduate or undergraduate seminar per year. Department: The Department of Agricultural and Resource Economics and Policy is one of five departments in the College of Natural Resources. In addition to a graduate program in Agricultural and Resource Economics and Policy, the faculty of the Department offers an undergraduate major in Environmental Economics and Policy. All faculty members hold joint appointments in the Agricultural Experiment Station.

Applicants are requested to submit a c.v. and the names and addresses of three references to: **Dr. David Zilberman, Chair, Dept. of Agricultural and Resource Economics, 207 Giannini Hall, University of California, Berkeley, CA 94720-3310.** The closing date for applications is January 1, 1997.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

ST.LAWRENCE
UNIVERSITY

ASSISTANT CONTROLLER

St. Lawrence University, chartered in 1856, is the oldest continuously coeducational institution of higher learning in New York State. An independent, private university firmly committed to undergraduate liberal arts education and cross cultural opportunities, St. Lawrence University offers a unique leaning environment. The University's 1900 students come from most U.S. states and more than two dozen other countries. Canton, the St. Lawrence River Valley, the nearby Adirondack State Park and the cities of Ottawa and Montreal provide the University community many social, cultural, and outdoor recreation activities. SLU's homepage is at http://www.stlawu.edu.

St. Lawrence University invites applications and nominations for Assistant Controller. This position reports to the Controller and is responsible for assisting in the development, analysis and presentation of the University's consolidated financial statements; will lead the year end audit process; supervise the accounting for plant, life income, gift annuity, loan and endowment funds; manage the accounts receivable operations; assist faculty and staff with departmental business matters; research compliance with government regulations and accounting guidelines; prepare the University's corporate tax returns; and assist the Controller, Chief Accountant and Supervisor of Expenditures with the management of the Business Office operations.

The successful candidate must have a bachelors degree in an appropriate discipline and a minimum of two years experience in public accounting in the higher education and/or other not-for-profit industries; familiarity with SFAS 116 & 117; a comprehensive understanding of fund accounting; experience in financial statement preparation; familiarilty with financial reporting systems; strong technical knowledge of movement grant and Title IV regulations; proficiency with personal computers and spreadsheet software; and display good interpersonal and written and oral communication skills; demonstrated progressive management and supervisory experience in a cooperative environment; proven organization and project management skills; and a commitment to continuous quality improvement and customer service. Preference will be given to candidates with a CPA and/or an advanced degree in a related field. Additional work experience in higher education or other business environment is a plus.

Applicants are requested to send a cover letter addressing their qualifications and interests in higher education industry, a resume and the names, addresses and phone numbers of four professional references to: **Executive Secretary for Finance, St. Lawrence University, Vilas Hall Room 207, Canton NY 13617.** Review of applications will begin on October 25, 1996 and continue until the position is filled.

St. Lawrence University is an Affirmative Action/Equal Employment Opportunity employer. Women, minorities, veterans, and person with disabilities are encouraged to apply.

SENIOR PROGRAM ADVISOR
(BUSINESS DEGREE)

THOMAS EDISON STATE COLLEGE

Thomas Edison State College, one of twelve senior public colleges and universities in New Jersey, enrolls 9,000 adult students from around the world. The College currently offers a master's in management, and baccalaureate and associate's degrees in liberal arts, business, applied science and technology, nursing and human services and specializes in distance learning. Thomas Edison is known internationally for its expertise in assessing learning acquired outside the college classroom and is widely respected for excellence for the academic advising it provides.

The main duties of a senior program advisor are to provide academic and informational services to students which would include information and advice on Thomas Edison's on-line computer courses, its own examination program, its video/audio-based distance learning courses as well as its own contract learning courses, and the assessment of college-level learning through portfolio assessment. In addition, the senior program advisor will assist students in locating appropriate classroom-based courses elsewhere, approve CLEP and ACT/PEP examinations, and recommend training programs evaluated for credit by the American Council on Education (ACE). The individual hired for this position will report to the Associate Dean of Business. Although the emphasis will focus on advising business students, the senior program advisor will also advise students in all degree programs offered by the College.

Requirements for the position include the minimum of a Master's degree (preferable in a business or business-related discipline), college teaching, academic advising, and/or mentoring in appropriate academic areas, and 3 years experience/knowledge in non-traditional adult higher education.

Thomas Edison State College is an affirmative action, equal opportunity employer. This is a 12-month position with a competitive salary commensurate with qualifications and experience and an outstanding benefits package.

APPLICATION DEADLINE: November 15, 1996
COVER LETTER and RESUME should be sent to:

Senior Program Advisor Search
c/o Ronald Sukovich, Associate Dean
Thomas Edison State College
101 West State Street
Trenton, NJ 08608-1176

Thomas Edison State College is an Equal Opportunity, Affirmative Action Employer

UNIVERSITY OF CALIFORNIA, BERKELEY

PART-TIME ASSISTANT/ ASSOCIATE ADJUNCT PROFESSOR

Develop research program in women's health and generate funding for research program. Teach graduate level courses in maternal and child health in areas of ethics, women's health care issues. Assist MCH faculty in student recruitment and admissions. Advise masters students. Demonstrated administrative, professional and teaching experience in maternal and child health setting. Doctorate in Public Health or related field. MPH in maternal and child health.

Mail or fax statement of qualifications and resume by November 12, 1996 to:

Malcolm Potts
Program Chair
School of Public Health
314 Earl Warren Hall, #7360
University of California
Berkeley, CA 94720-7360
(510) 643-8236.

University of California is an Equal Opportunity, Affirmative Action Employer

---

THE FIVE COLLEGE WOMEN'S STUDIES RESEARCH CENTER

a joint project of Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts/Amherst.

The Women's Studies Research Center invites applications for its Research Associate positions for 1997-98. Associates are provided with office space, access to computer facilities, library privileges at the five insitutions, and the collegiality of a diverse community of feminist scholars and for this year only, we have funds available from a grant from the Ford Foundation to offer a very limited number of awards for people working in the field of women's health care in the Near East and South Asia.

Deadline for receipt of applications for both funded and unfunded Associateships is February 15, 1997.

For application materials, contact the
Center at Dickinson House, Box H, Mount Holyoke College,
South Hadley, MA 01075,
413-538-2022 FAX 413-538-2081
e-mail: fcwsrc@persephone. hampshire.edu

MTSU

MIDDLE TENNESSEE STATE UNIVERSITY

DEPARTMENT OF AEROSPACE

One position No. 101030

Masters degree required, doctorate preferred. Civil aviation background and Commercial Pilot certification required, ATP desired. Flight Dispatcher certification strongly desired. FAA Flight or Ground Instructor certification required, Flight Engineer certification and Airframe/Power Plant certification desired. Prior teaching experience required.

Send resumes to

Aerospace Department
MTSU Box 67
Murfreesboro, TN 37132

UNIVERSITY OF CALIFORNIA, BERKELEY

FACULTY
DEPARTMENT OF POLITICAL SCIENCE

The Department of Political Science of the University of California, Berkeley, invites applications for an assistant professor (tenure-track) position in American Government and Politics. Applicants with an research specialization within the American Politics field will be considered. However, we are especially interested in scholars whose research deals with governmental or private institutions and processes, including one or more of the following: the executive branch, legislatures, political parties, interest groups, social movements, political development, and the politics of race and ethnicity.

In addition to producing outstanding research scholarship, the successful candidate will be expected to teach undergraduate and graduate courses on national level political institutions and processes.

Applications will be received through January 1, 1997, and the appointment will be effective July 1, 1997. Send letter of application, vitae, references, and samples of significant pieces of writing to:

Robert Price
Chair, Department of Political Science
University of California
Berkeley, CA 94720-1950

University of California is an Equal Opportunity, Affirmative Action Employer

---

UNIVERSITY OF CALIFORNIA, BERKELEY

FACULTY POSITION
DIRECTOR OF CENTER FOR CLINICAL EDUCATION
SCHOOL OF LAW (BOALT HALL)

THE UNIVERSITY OF CALIFORNIA AT BERKELEY SCHOOL OF LAW (BOALT HALL) seeks applicants for a full-time tenured or tenure-track professor of law to serve as the Director of the School's planned in-house Center for Clinical Education starting July 1, 1997. The Director will supervise one clinical project, teach in the regular or clinical curriculum and provide overall institutional leadership for the Clinical Program at Boalt Hall.

Excellent academic credentials, substantial teaching or practice experience, and administrative ability are required. For a tenured position, published scholarship of the highest quality is essential. For a tenure-track position, a demonstrated interest in scholarship and writing is essential.

Interested applicants should send resumes and references to:

Professor Dan Rodriguez
School of Law (Boalt Hall)
University of California at Berkeley
Berkeley, CA 94720-7200

Applicants must be received no later than December 1, 1996. The School of Law is an Equal Opportunity Affirmative Action Employer. Inquiries may be addressed to Professor Eleanor Swift, School of Law (Boalt Hall).

THE OHIO STATE UNIVERSITY

ASSISTANT PROFESSOR IN WOMEN'S STUDIES

THE OHIO STATE UNIVERSITY

The position calls for a specialization in interdisciplinary transnational studies of women and gender with a comparative focus on Asian, Pacific, or Middle East cultures. Desirable concentrations include but are not limited to: migration, health, human rights, environment, development, technology, and political economy. Candidates should have a Ph.D. and background in Women's Studies, extensive theoretical and methodological training, fieldwork, and the capacity to contribute substantively to feminist scholarship. Teaching responsibilities entail core women's studies courses at the undergraduate and graduate levels, including a large introductory Women's Studies lecture course, as well as courses in the successful candidate's area of expertise.

Send letter of application, C.V., and three letters of recommendation by November 8, 1996 to: **Claire Robertson, Chair, Women's Studies Search Committee, Department of Women's Studies, 286 University Hall, 230 North Oval Mall, The Ohio State University, Columbus, OH 43210.**

MTSU

MIDDLE TENNESSEE STATE UNIVERSITY

DEPARTMENT OF HISTORY

U.S. HISTORY SURVEY, FALL 1997

Non-tenure track, full-time, U.S. history survey, 5 sections per semester, one year contract, appointment renewable up to three years. Assistant Professor, Ph.D. required, Fall 1997. Salary commensurate with qualifications/experience. Applications from women and minority candidates strongly encouraged. MTSU is a rapidly growing regional institution of 18,000 students, 30 miles SE of Nashville.

Send letter of application referencing position #126340, Curriculum Vitae, official transcripts, three letters of recommendations to Faculty Recruitment, College of Liberal Arts, Middle Tennessee State University, Box 546, Murfreesboro, TN 37132. The review process will begin February 1, 1997, and will continue until position is filled.

MTSU is an AA/EOE.

• TEXAS WESLEYAN UNIVERSITY •

EDUCATION, SECONDARY EDUCATION DIRECTOR, TENURE–TRACK, ASSISTANT PROFESSOR

Responsible for building a strong secondary education program, serving as a liaison between the school of education and other schools in the university, and supervising field experiences and student teaching. Teach three courses per semester including courses dealing with topics such as learning theory, measurements, discipline, and technology.

Salary commensurate with title and experience.

Doctorate, secondary certificates, and at least three years secondary experience. Some university experience is preferred.

Send letter of interest and c.v. to

Ronald Reed, Ph.D.
Chair, Secondary Educator Search Committee
Texas Wesleyan University
1201 Wesleyan
Fort Worth, TX 76105

Deadline for applications **12/15/96**. Position to be filled by mid-February of 1997.

AA/EOE

UNIVERSITY OF CALIFORNIA, BERKELEY

CHANCELLOR'S POSTDOCTORAL FELLOWSHIP PROGRAM FOR ACADEMIC DIVERSITY

The Program: The Chancellor's Postdoctoral Fellowship Program for Academic Diversity was established to increase the number of ethnic minority faculty members at the University of California at Berkeley. The program provides postdoctoral fellowships, research opportunities, mentoring and guidance in preparation for academic career advancement. The program currently solicits applications from individuals who are members of ethnic minority groups that are under-represented in American universities, but all qualified applicants will be considered without regard to race, gender, color, or national origin. Special consideration will be given to applicants committed to careers in university research and teaching, and whose life experience, research or employment background will contribute significantly to academic diversity and excellence at the Berkeley campus.

Awards and Tenure: Awards will be made to applicants who show promise for tenure-track appointments on the Berkeley campus. The Fellowship will be for two academic years, in residence in the Bay Area.

Stipend: $31,000 for the 1997-98 academic year (11 months plus one month vacation). Costs associated with one-way transportation to Berkeley for the Fellow and immediate family members and removal expenses are reimbursable up to $2,000. Funds are available each year for supplies and expenses ($500), research-related expenses ($1,000), and health insurance ($1,000).

Eligibility: Applicants must be U.S. citizens or permanent residents and must have received a doctorate within two years of the start of the appointment on September 1, 1997.

Application: An application form is not required. Send two copies of the following: curriculum vitae, a statement of proposed research (one to five pages), sample publications, and one dissertation chapter. In addition, three letters of reference are required; one letter must be from the dissertation advisor. A mentor need not be selected prior to applying. Application materials must be postmarked by December 9, 1996. Awards will be announced in March. Inquiries regarding the program may be directed to (510) 642-1935.

Send application materials to:

Chancellor's Postdoctoral Fellowship Program
for Academic Diversity
Office of the Chancellor
200 California Hall
University of California, Berkeley
Berkeley, California 94720-1500

University of California is an Equal Opportunity, Affirmative Action Employer

Choose Personal Power Over Positional Power

When you've reached a position of power, you expect to feel on top of the world, totally in charge. But instead, many women feel trapped, no more in charge than when they first began climbing the ladder.

Conversely, some women with unassuming titles feel empowered, fully in charge. What's the difference?

At issue here is the nature of the power you command, according to Linda Moore, EdD, President of Centerpoint and Moore-McClelland Associates. What really empowers a person isn't her position but her personal power, i.e., her ability to create her own environment and to have charge of her life.

Positional power is given

"We've been socialized as women to want positional power," not realizing that being in control is not the same as being in charge, Moore asserted at the Righting the Standard conference this past summer in Phoenix.

Having positional power via a particular job title means you're able to reward and punish, hire and fire, and have significant financial means. Many women also think it means they're able to *control* things.

Calling control an "unhealthy power," Moore says many become addicted to control because they can't handle conflict. It seems easier to control our feelings and thoughts, and the feelings and thoughts of others, and even the outcome of events, than to risk the discomfort of conflict.

Moore believes many women now in positions of power are there because they've been convinced that having power will free them. But does it? In academia and elsewhere, women often have great titles but neither control over budgets nor support from like-minded colleagues. They wind up frustrated because they can't control outcomes.

Personal power is taken

Examine your life, she invites. Who dictates how your day goes? Your week? Your life? For many women, the answer is "someone else:" boss, spouse, parent or children.

The real issue is: Who's in charge? Do you work long hours at your job because you choose to, or because you're supposed to? By bringing "buckets of sweat to the altars of our institutions," we try to control how others see our work.

Personal power, according to Moore, is about deciding what's important in your life. Acting on this belief puts you in charge, ready to harness your energy for the battles you choose.

Often women let others decide what's important, such as being the first woman to head a department or direct a university. "No matter how much positional power you have, if your personal power is off, it diffuses your positional power," Moore says. She advises women to figure out how to use power in a way that "doesn't cost you your sense of self."

An example comes from her own life. After obtaining an EdD in counseling psychology, Moore worked for a consulting firm before becoming an assistant professor at the University of Missouri- Kansas City, where she was also the associate director of the university's Counseling Center.

After four years, she resigned her academic position in protest. "In 1973, I couldn't get a Psychology of Women course in the curriculum!" No one would listen to her ideas, calling her a "radical East Coast feminist" despite her having been born and reared in Missouri.

"I left to survive," she notes. "I believed that I could change the system," she recalls, "and I made myself physically ill in the process."

Schools are wet sponges

She compared her efforts to squeezing a wet sponge: The pressure has to be constant, because the moment you let go, it springs back to its original shape. "The university is like that — difficult at best to change, impossible to do if you're acting alone," as she was.

"I left the university before there were enough women

Guide to Gaining Personal Power

"Each time we give our personal power to someone else, we become powerless, losing our self," Linda Moore asserts, which can lead to co-dependence and addiction.

Instead, we need to redirect our energy to provide personal power, by looking at what we believe and knowing who we are — in all areas of life. At meetings, we often say "He acted like a four-year-old." It's true. We turn to regressive behaviors under stress, living and feeling the old behaviors and responses of the past.

"Out of a sense of powerless, we become critical of ourselves and our lives and our families and our work. To counteract this, we need to rebuild our psychological power and realize there are choices in our lives. As women we're taught to be compassionate without power, while men are taught power without compassion."

Here are some tools for personal power:

1. **Take quiet time for yourself every day**. Acknowledging one's powerful self takes time, but how much time do you give away to others during your day? Claim some for yourself. Moore suggests 20 minutes a day of meditation and journaling. "We drift through life not knowing where we are. Stop several times during the day and just say to yourself, 'I am aware of...'"
2. **Be assertive**. Get back in touch with "I believe" and "I want." Women often say *yes* as an automatic response. Practicing *no* makes us think about what we do and how often we fail to notice that we do have the option to say *no*. Some practice tools:
   - For one week, write down how many times you want to say NO and don't.
   - Find a friend to help you practice saying NO. Whatever they say, you say NO.
   - During the next week, say NO to your friend only when you want to.
3. **Inventory what you do to take good care of yourself**. No one else will care for you like you can for yourself.
4. **Walk the talk**. Strive to let your behavior match your beliefs.
5. **Learn to negotiate**. Practice by saying "I want..."
6. **Learn conflict management**. Know and discuss points of difference.
7. **Build a personal power base with the like-minded people in your life**. With mutual support, your efforts are magnified.

on faculty or in administration to provide a support system or power base. This is changing, yet it still helps to analyze the realities of positional power and make one's personal power work in relation to it."

This means being realistic and assessing the environment you're in, both the department and the system. "Systems change when force is enough to create a paradigm shift. One person can't do it. Having a power base creates energy." And fighting a battle because you've freely chosen to do so, having considered its cost to you personally, having realistically assessed the environment, means having both the personal power to be in charge and the positional power to be able to follow through on your ideas.

Yet we're experts at analyzing ourselves as the source of the problem, blinding ourselves to our environment and its influence. Ask yourself: What will be different because of what I choose to do?

And if your assessment means deciding to leave, it's okay. "Leaving is an act of redirection, not of giving up," Moore says. That's a message you seldom hear, as most of us are controlled by the fear that we'll be seen as failures, bailing out, if we choose to leave what we see as an untenable position. Universities are particularly adept at feeding this kind of fear.

"I think university systems are more seductive in their ability to get us to believe we can make a difference. The system is no different than IBM or any other corporation, but the assumptions are different because it's academia. The most serious discrimination I've ever faced has been in academic environments."

How to build your power

If you decide to stay, build your power base, and consider whether you can alter your behavior in the system in order to have an impact.

- Moore gives the example of a college vice president who claimed the men didn't listen to her at faculty meetings. "She assumed they weren't listening to her because they were men and they were sexist," Moore says. She suggested the VP get on the agenda at least 30 minutes into the meeting. "Men start out meetings by posturing, not paying attention, because they need time to adjust to the new environment of the meeting. So if you want them to listen, don't be first on the agenda."

- Another example is the attorney who decided to stay at home after having a baby. She was upset because she kept running into former colleagues at the grocery, who wondered how she could possibly enjoy being at home all day with a baby. Here she was, second-guessing her decision, thinking something must be wrong with her for wanting to stay home with her baby. Her therapist suggested switching groceries.

Moore found a big difference between working at a university and in her own counseling firm. "Now I get paid for saying things I used to get in trouble for saying. Not that I said anything wrong, but I was saying and doing it in the wrong environment" and making no progress.

– DJ

Get Moore's book, *Release from Powerlessness: A Guide for Taking Charge of Your Life*, from Moore/McClelland and Associates at (816) 444-2242.

Educators Liable for Failing to Prevent Classroom Sexual Harassment

Ed. note: When a school suspended a seven-year-old boy for kissing a classmate last month, the media had a field day. Most considered it an overreaction to charge a pre-sexual child with sexual harassment.

As an extreme example of what journalists call "burying the lead," in the last ten seconds of his Nightline *broadcast on the subject on October 4, 1996, Ted Koppel hit the nail on the head, commenting: "Wouldn't we all agree that if it starts at the age of seven, it will inevitably continue at the age of 17?"*

- Last month, a California jury awarded damages of $500,000 to a sixth grade girl who had endured sexual taunting and threats from a classmate. Paying up will be the school district and her former principal.

Her father had gotten no help in ending the tormenting, despite complaints to the teacher, the principal, the superintendent, the school board and even the boy's family.

- Next month a similar New York case goes to trial, in which another sixth-grade girl complained of boys calling sexually derogatory names, snapping her bra, cutting her hair and grabbing her breasts.

"Eve was a great student and a kid who loved school until this began," said the family's lawyer, Merrick Rossein, a CUNY professor. "Everybody needs a space where they can participate as equals."

In August 1996, the federal Office of Civil Rights, which enforces Title IX, issued this statement:

"Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when the conduct is sufficiently severe, consistent or pervasive to limit a student's ability to participate in or benefit from the education program, or to create a hostile or abusive educational environment."

In other words, a school or professor can be held liable for maintaining a hostile environment, the guidelines state, if they know or should have known of the harassment and failed to take adequate steps to stop it.

Agreeing is Verna Williams, a lawyer at the National Women's Law Center: "The little-kissing-boys' cases obscure the serious problem girls suffer, making some people think it's just a bunch of crazy feminists who want to lock up six-year-old boys. But where the school environment is really hostile, girls can't function and learn."

Reports from *The New York Times*, as published in the *Wisconsin State Journal* on October 6, 1996.

Students Report Responses to Peer Harassment

Right in the middle of poli sci class, Katie feels his stare, continuing to penetrate her skin and psyche. He occasionally makes sexual comments to her, until she feels that she has indeed been sexually harassed. The prof must know what's going on, but he ignores the whole scenario that's happening right before his eyes. Later in the dorm, she wishes she'd said or done something...

When Diana Ivy was teaching at North Carolina State university a few years back, some of her female students at the male-dominated engineering school reported incidents of sexual harassment by their peers. When it escalated from inappropriate words in class to stalking in the parking lot to a rape in a dorm room, she sought research on the subject of harassment by peers.

To her surprise, she found very little. Most research on sexual harassment had been about power relationships — boss/employee or student/teacher.

"Sexual harassment between peers can be potentially more devastating, because a different dynamic seems to emerge," she said at the annual conference of the Organization for the Study of Communication, Language, and Gender last month in Monterey CA. A different dynamic occurs, Ivy explained, because there's no overt power or status differential and the harasser is a friend, classmate, co-worker or acquaintance.

"Most information on harassment is geared at women, implying it's a woman's problem and here's how to fix it. Teach women how to behave professionally so as not to invite it," explained Ivy, who now teaches at Texas A&M University-Corpus Christi.

Phase 1: Research shows much peer harassment

In response, Ivy began to research the topic of peer harassment herself, by first examining accounts of women and men undergraduates who had been victims. Of more than 800 students surveyed, two thirds (68%) of the women and one fourth of the men reported being a target of peer sexual harassment.

Classmates emerged as a primary category of harassers for women, and classrooms a frequent setting. This is important, Ivy pointed out, because colleges and universities could be liable under Title IX for sexual harassment that occurs between students in the classroom.

Phase 2: Defining sexual harassment between peers

Next, Ivy asked students to identify what behaviors constituted sexual harassment. Women and men students agreed that 13 out of the 15 scenarios presented were sexual harassment, with women rating most harassing behaviors as significantly more severe than men.

They disagreed over kissing. Women students said unwanted kissing was definitely harassment, but not men.

Neither female nor male students considered humor and innuendo sexual harassment, Ivy said, because it's form of testing the waters. "Humor opens the door to harassment," because the speaker can escalate the behavior if it seems acceptable, or disavow intentions at harassment if the victim takes offense, saying, "I was just teasing."

Phase 3: Immediate responses to harassment

Ivy found most educational efforts are aimed at women only, suggesting women should develop communication skills to avoid putting out signals that might lead to harassment, a "blame the victim" stance. Other efforts focus on counseling after the fact to restore self-esteem or information about where victims can go for assistance, but none suggest how a woman can respond while the harassment is occurring.

"Is there an approach or message that is most effective for a victim to communicate *while a harassing exchange is taking place?*" they asked. "Harassment involves communication, but we know far more about how the harasser communicates than how the target or victim responds."

Students (125 female and 125 male undergrads) wrote open-ended responses to written scenarios depicting peer sexual harassment in three settings: in a classroom, at a group project for a class meeting at a member's apartment, and at a bar or club.

Confrontation is most frequent response

A preliminary analysis of the first 200 open-ended responses shows **confrontation** (154 responses) is the most frequent response for both women and men. The confrontation is of two types: one is an aggressive, personal, in-your-face response that may include ultimatums or strong language or physical defense; the other is making a formal or informal complaint to a professor, counselor, security officer, club bouncer or boyfriend.

The second most often reported response by both women and men is **avoidance** (58 responses). This might mean leaving the classroom or classmate's apartment, or even dropping out of the class or study group. In the club/bar scenario, students preferred just leaving the place rather than further engaging their harassers.

The third most frequent response is **negotiation** (52 responses), usually asking the harasser to cease the behavior or a short conversation trying to explain that the behavior is unwanted and inappropriate.

The least frequent response is **defusion** (27 responses), trying to distract from the uncomfortable exchange, laugh it off or cool off the situation to avoid confrontation.

- Women students generated many more times the number of possible responses to peer harassment than men.
- Male students did not always view the behaviors as harassment. If an attractive woman stared at them and made sexual jokes, they might view the behavior as flattery.
- Some male students had a hostile attitude toward the topic of sexual harassment. One wrote: "This is in no way a form of sexual harassment. I cannot stand to listen to all of those whiny little bitches who constantly cry about sexual harassment."

Ivy hopes to help students respond at the time the harassment occurs, instead of thinking afterward, "I should have said..." or "I wish I'd said..."

And, she hopes to inform and increase the awareness of faculty and others who teach sexual harassment programs of the nature, environments, and seriousness of peer sexual harassment.

– DG

To learn more, contact: Diana Ivy, Department of Communication Arts, Texas A&M University-Corpus Christi, 6300 Ocean Dr., Corpus Christi TX 78412; (512) 994-5986.

Reflections on Being a 'Twice-Failed' Administrator

By Lesley A. Diehl, Dean of Arts and Sciences
Eastern Connecticut State University

In January I'll again return to the faculty at a school that has twice granted me leaves of absence to try out administration elsewhere. While most friends and colleagues, both faculty and administrators, discourage me from calling myself a failure, the truth is that I didn't make it. And I'm rather proud of how I "failed." In fact, I know now who I am better than I've ever known before.

My success at "failing" comes from my ability to focus on what I've learned in two posts, as a dean and as a VP of academic affairs. Embarrassment prevented me from discussing my first administrative "failure" at the time, but now I feel encouraged to speak out.

It's no coincidence that I'm a "failed" *woman* administrator, and my experience is not unique. Several years ago a group of women proposed an AAHE workshop that explored factors in institutional climate leading to women leaving administrative positions. The workshop was not accepted.

I attribute my "failure" as a woman in administration in great part to higher education's refusal to significantly improve the climate for all women on campus. Too many campuses still consider women a problem to be addressed. While they may set up guidelines to handle sexual harassment, often the dean is the same hierarchical, authoritarian, nay-sayer who was there yesterday, but who now may wear a skirt.

What happened to women's commitment to change the climate of our campuses? I fear that campuses have changed us instead, and that some of us have been willing to be changed in order to be successful. I believe women who contemplate moving into administrative positions need to know what awaits them. I learned:

1. Not all institutions of higher learning are alike.

Perhaps I might have been more successful elsewhere, but I chose not to continue seeking those places.

2. But they're more alike than different.

Although I interviewed at a number of schools, and was forthright about my administrative style, I found the campus climates difficult overall. And it's becoming less collegial for both women and men, as budget cuts force everyone to compete for a smaller pie, partially due to higher education's failure to win back the public trust.

In addition, the separation between administration and faculty has widened; administrators are required to see their role as manager of the school's financial affairs. As administrators, we say "no" more often than we entertain, discuss, or consider academic excellence. Faculty see administrators as mere managers who fail to understand the reality of being in the classroom, trying to construct meaningful learning environments.

3. Consider leaving when your most precious talents and characteristics develop a downside.

To my astonishment, I found that mediation, collaboration and consensus-building can be used negatively.

Trying to mediate between faculty and administration, I found my position as the bridge sometimes actually encouraged each to assume ever more diametrically opposed positions. I began to feel like the wishbone at Thanksgiving, stretched to the breaking point. Soon I became just the mouthpiece for each side, delivering bad news and uncompromising or absurd messages.

4. Experienced faculty don't necessarily make good administrators, even those with administrative skills.

In schools where the gap between administration and faculty has become an immeasurable abyss, administrators with strong faculty experience may find it difficult to prove to colleagues that they are team players.

On the other hand, an administrator new to a school is not embraced by faculty as one of their own, but is viewed suspiciously. My refusal to act like an administrator according to the faculty script sometimes resulted in my being lectured by faculty about how I "should" behave, although they disliked and distrusted the very behavior they were so eager for me demonstrate!

Even after I produced a resume showing nearly 25 years experience as a full time faculty member, they discounted my knowledge of pedagogy, program development and student behavior.

While many faculty treated me like an administrative stereotype, many of my fellow administrators doubted my leadership savvy, especially when I spoke of collaboration in decision-making. The combination of my faculty experience and my more "feminine" management style made them very uncomfortable.

5. Women, especially academic women, are more affected by the work climate.

While I believe my male colleagues felt as much stress as I did, everyone walked around as if "there was a dead horse in the room that no one was willing to acknowledge," as my partner noted. The few women in administration spoke among themselves about the work environment, but the men acted like tough guys. A top male administrator advised against my making any friends at work, because "they will cut you off at the knees."

I've found women in academic affairs, especially those coming from faculty, expect to work in an environment that supports change. They generally expect their opinions will be heard and respected; when their expectations are not met, it's a question of how much they'll tolerate.

6. Administrators lose the connection to institutions based on students and the learning environment.

Although faculty see both good and not-so-good aspects of the classroom, administrators tend to encounter only the problem students: those on academic probation, those who have flunked out, and those angry with their professors. Experiences with disgruntled students are rarely balanced by those with happy students.

7. Success at administration requires the right de-

grees and the right amount of arrogance.

As a psychologist, I find my expertise useful in understanding quirks of human behavior; in fact, I've been encouraged to write a book entitled "The Administrator as Therapist." I believe a dean needs:

- a degree in law, as I have threats of lawsuits daily;
- an advanced degree in computer technology, so I can know with absolute certainty the exact specifications for each faculty member's computer;
- the general arrogance to believe that I know more than anyone else (except my boss);
- more arrogance to speak non-stop for a whole meeting;
- the absolute belief that I can tell anyone how to do her or his job better than she or he can do it (except my boss);
- a management style that punishes people for doing a job poorly and ignores competent work, while expecting them to eagerly volunteer for more work.

8. Positive changes in the climate for women in higher education vary between institutions.

We want to believe things are improving for women, but the evidence is mixed. Having decided to leave administration, I've been flooded with notes from women who found negative climates on campus.

Some women leaders continue to insist on a more collaborative, less authoritarian approach to resolving the issues challenging higher education.

I personally know two women presidents whose styles have not changed. They steadfastly retain a humane and caring administrative approach, concerned about academic issues but aware of financial realities. These are the people we need to cherish. Their openness makes them vulnerable, and those who seek to create a new climate for women on campus need to join forces with them.

9. Before leaping into administration, check on the climate at the school under consideration.

One of the best sources is the networks women have developed. But they can fail if potential colleagues live in a climate of mistrust and fear to speak the truth. Or if women fail to ask tough questions about climate issues such as, "Does my boss respect and like women? How do you know? Give me a few examples."

Because I couldn't ask the questions I needed to ask and puzzled over answers to those I did ask, I decided to keep my safety net and accept a leave of absence kindly offered by the president of my home institution. It was the best decision I made. I returned to SUNY as faculty January 1.

10. Is there a place for women in administration?

Women are more likely to succeed in organizations that are nontraditional and non-hierarchical.

Why don't I try another post? I'm leaving administration to be able to speak with the authority of my knowledge and experience, unencumbered by a reporting line, about what higher education can do to make the workplace less stressful and less hostile for us all, women and men.

We cannot grow creativity in soil made up of competition, arrogance, hostility, anger and mistrust. These troubled times call for our most creative efforts, and women who are better prepared for the world of administration can contribute to an environment that encourages growth for all.

Study Rates Women Better Leaders

It should surprise nobody, but now a major study of 915 managers documents women's superior performance to men in 28 of 31 categories.

"We have seen the successful executive of the future and she is a woman. This report indicates that women are stronger than men overall in both interpersonal skills and managerial effectiveness," said Janet Irwin, co-author.

"Gender Differences at Work" was released last month by the Foundation for Future Leadership in Washington DC. It is based on data from 6,403 questionnaires filled out by bosses, peers and staff, grading the manager on a scale of one to five in 31 categories. It covered 270 women and 645 men managers at businesses like Chevon, General Electric, Kinko's, Kodak and others that value a team approach and downplay hierarchy.

Women ranked strongest in: organizing, planning, maintaining high productivity, meeting schedules and deadlines, meeting commitments, recognizing trends, generating ideas and producing high quality work.

Men out-ranked women only in handling pressure and coping with their frustrations. And even those perceptions are culturally suspect.

Irwin said women ranked lower in these areas because they are more likely than men to share their frustrations with others before deciding how to resolve a problem. In contrast, men are more likely to suppress their frustration until they discover a solution.

"Physiologically, women's approach may be healthier," Irwin said. "But I think they need to know how they're coming across in a male environment."

The study notes women hold only 2% of senior management jobs in corporate America. In academia, women are making steady inroads into leadership positions. At last count, more than 465 women hold presidencies at higher education institutions, about 16% of the schools.

"What was surprising was that the highest marks women got in the study were on the logic-driven side–organizing and planning," Irwin said. "Women are not usually given credit or recognition for it. What the study showed is that in the business world, they are being given credit for it now and being recognized for it as their area of major strength."

Despite women's superiority as managers, corporations are noting an exodus of women leaders whose needs are unmet, Irwin said."These women are thinking about starting a business because they see there's no security in corporate America and that no one really appreciates what they're doing," said Kathryn Cariglino, head of the Women's Business Assistance Center.

A happy corporate manager is Gail Shelly, a lab team leader at E.I. DuPont, recognized in *Working Mother* as one of the nation's 100 best companies. "It's nice to see these studies where it's sort of validating what we've known," Shelly said. "There are a lot of natural parenting skills that I think people are realizing that employees can benefit from. It hasn't always been accepted."

Information from a *New York Times* article as printed in *The Mobile Press Register* on September 24, 1996. For a $45 copy of "Gender Differences at Work," call Laszlow & Associates, Inc. at (202) 955-0060.

Dragged Kicking and Screaming, We Now Appreciate Cyberspace

As an organization that provides relevant information to a select group of people, *WIHE* has irretrievably plugged into the information network. The easy access and sharing of information is certainly a blessing, but it can be a curse as well.

There's an element of trust in inserting a machine into your system, especially one that cannot be reasoned with, whimpered to or cajoled into working when it clearly has other things on its mind.

Personally, I have a love-hate relationship with computers. I can see that they can be useful, efficient tools, but I hesitate to become emotionally attached. Although I have four of various vintages serving various purposes, I trust them about as far as I trust my dog Dickens not to eat a loaf of bread that is left too close to the edge of the counter:

- Who hasn't worked for hours or days on a report or other written piece, only to lose it in the computer that brazenly denies that it ever existed?
- Who hasn't carefully crafted an e-mail message, only to have it come back as undeliverable?
- Who hasn't had a computer freeze up just at the point of printing out the last draft, with the deadline minutes away?

I've come a long way since buying my first Tandy with no hard drive in 1988, when I had to call my boss to learn which side of the floppy to insert. I used the Tandy both for writing articles and keeping track of *WIHE* subscribers. It was better than a Selectric and a shoebox, but not much.

In 1992 came the Macintosh IIsi for editorial, which worked fine until getting overloaded with new software and files, replaced this summer by a power Mac 7200. The old Mac went to college.

We keep track of subscribers here on a 486 Dell pc for billing, printing renewal notices and running issue labels each month. The Quickfill software system is marvelous, but it continues to intimidate me even after four and a half years. The software manufacturer sends regular updates, but it takes a while to get up the courage to install them. Recalling the shoebox and wary of tinkering with a system that still works, I'm still malingering about installing the April update.

Hooray for cyberspace

Last year in August, a friend starting a free-lance Web site setup business talked us into being a "Beta site" for her new venture. I called it more like being a "guinea pig." Although she no longer maintains the site, being better at start-ups than continued service, she nudged us in the direction of cyberspace. The results are good.

Today more and more women on campus are surfing the Net and finding us. We receive about a half-dozen new subscribers each month from the Web, and lots of e-mail seeking and offering advice. Check us out at: http://www.itis.com/wihe

Reaching out around the world

It still sends chills down my back to consider our words reaching women worldwide. As of October 21, we made these connections with countries this month: Austria 35, Australia 507, Canada 1005, China 13, Germany 46, Finland 71, France 60, Italy 61, Japan 194, S. Korea 97, New Zealand 48, Sweden 84, Singapore 64, Uganda 25 and UK 60. About one-third of the requests are from business and two-thirds from education, 133 from the U.S. government and one from the military.

Of the more than 1,000 daily requests for information, slightly more are for the Career Connections section than for the editorial. As editor, I cringe at that balance, but as a career woman I can understand the practical need.

We have also come to rely on cyberspace to transmit both articles and job announcements for the issues. Contributors send their articles via snail mail, but they would need keyboarding into our computer. Instead, we encourage writers to send us e-mail and attach their articles, so we can easily download and edit them.

Career Connections announcements also arrive over the Internet, and we just forward them to our off-site graphics designer. She downloads them, fits them in the puzzle of our pages, and "makes them look pretty" a vast improvement over my cutting and pasting them in the wee hours before press day.

We can laugh at the mysterious contradictions of cyberspace and marvel at the creative minds that invented it. But to ignore it is to deny ourselves the use of one of today's great time-savers. As women, we can all appreciate the value of that efficiency.

Mary Dee

JOIN THE NETWORK, IMPROVE THE WORLD OF WOMEN IN HIGHER EDUCATION

☑ ***Yes, I want a stronger voice on campus. Start my one-year subscription.***

☐ I've enclosed $66, saving $7 from the $73 introductory price (Canada $76 U.S. $).
☐ Bill me $73 (Canada $83 U.S. $). Signature ______
☐ Credit Card ___ VISA ___ MC
Number ______ Expires ___/___ Signature ______
Name ______ Title ______
School ______ Address ______
City ______ State/Prov. ______ ZIP/PC ______ Phone (___) ______

Send to: *Women in Higher Education*, 1934 Monroe St., Madison WI 53711
women@wihe.com (608) 251-3232 FAX (608) 284-0601 Fed ID# 39-1711896 November 1996

Printed on Recycled Paper with 100% Soy-based Ink

WOMEN
IN HIGHER EDUCATION
DECEMBER 1996
Volume 5, No. 12

Consultant Predicts Half of Higher Ed CEOs Will be Women

I honestly think that in 10 years, one-half of the presidents will be women," Bill Funk predicts. Not only are search committees more interested in women candidates, but more women are in the presidential pipeline.

As a managing partner of Korn/Ferry International's Dallas office, he's a headhunter who ought to know. He does searches, usually for presidents and chancellors, of major colleges and universities. He's currently helping Babson College and state university systems in Minnesota, Missouri and Wyoming search for new CEOs.

They're all looking for fund-raising know-how and financial savvy, he says. "Funding everywhere is a serious concern. Search committees want someone who is comfortable in a fund-raising mode, someone comfortable in asking donors for money." Successful candidates, he says, will also understand "financial management and allocating scarce resources" as well as "technology and its uses in higher education."

Gaining financial skills can be a challenge, since many new presidents were provosts and vice presidents of academic affairs. "Raising money is not part of their institutional responsibilities," Funk points out. Women in these positions who want to move up should "work with the president and the vice president of development and serve as the campaign chair of the local United Way or another non-profit," he advises.

"Many women are well-respected in their own institutions. They should find ways to interact with businesses, nonprofit organizations and other external groups early in their careers."

Schools want leaders who are also "comfortable with diversity and possess an external comfort level," he says. More and more, presidents are "dealing with legislators and other external groups, and they're also dealing with the unexpected — athletic teams that embarrass the school, a student who commits suicide, or a sexual harassment charge against an administrator."

Go with your strengths

Typically, colleges and universities seek someone who understands their specific situations.

"If all your experience is in a small, private institution," Funk says, "it would be perceived as a better fit if you were applying to the same type of institution. It's difficult to go from a private to a public institution, even if you're a sitting president." And, it's tough to go to a campus with a big athletics program if you lack experience in this area, or to go to an engineering campus if your only experience is with small, liberal arts colleges.

"Move forward with confidence and freedom," he suggests, "not being afraid to fail." Funk sees women being more cautious, and recommends: "Once you've decided you want to be a president, don't be timid or afraid to self-promote — talk about your accomplishments and successes."

Many women are clearly ready

Elizabeth Rocklin, director of board services including searches for the Association of Community College Trustees (ACCT), agrees women may be too cautious.

"Sometimes women seem to feel they need more preparation when they're clearly ready," she says.

Funk also suggests women be more open about sharing their salary information. "A majority of women candidates are reluctant to share compensation information," he observes. "Maybe they've not been asked before." Or maybe they're afraid it's too low for serious consideration.

"We ask for salary information to make sure the position is attractive to them. A current low salary is not relevant to me. I'm more interested in their span of responsibility and accomplishments. In higher education," Funk explains, "you don't make these decisions based on money. The position commands the money."

Women, he notes, have increasing reason to be optimistic about their chances for becoming a president. "In general," Funk says, "there is an increasing acceptance of women candidates. The momentum [for hiring women] is so strong." For the Minnesota presidency, 40% of the

What You'll Find Inside...

In 10 years, half campus CEOs will be women 1
Newswatch: Gendered campus politics at work 3
Gender equity in athletics: Not yet 6
Advice to "Frost-bitten:" Lighten up 7
Dirty little secret: Women faculty harassed 25
Electronic communication reduces gender bias 26
New class details Anita Hill's effect on harassment ... 27
Case study on getting rid of tenured woman prof 28
How our very words say men are superior! 29
Negotiate for win-win in administrative jobs 31
Editor: J-school teaches life lessons 32
PLUS: 104 jobs seeking women candidates!

initial pool of 225 candidates were women.

Still, he does have one concern. When women or minority candidates think there's been a push to have diversity in the pool, but perceive a lack of serious commitment to actually consider hiring a woman or a minority, "some feel used," Funk says. "So, they're more reluctant to pursue things that may be of interest." And that would be a mistake.

"Certainly, a candidate should be astute so as not to be used," he comments. "She should ask the committee or chair to articulate why she'd be a good candidate. If she's given substantial reasons, a good rationale beyond gender and ethnicity, she should open up to these situations and not protect herself so much," he suggests.

"If you've gained the assurance of confidentiality, don't be overly concerned lest it derail your performance," he adds. "Move forward with rigor and vigor. Do go forward confidently."

Women better prepared, skillful negotiators

When the search process gets to the interview stage, "the women candidates are better prepared," notes Funk, estimating 98% percent of the women are extremely well prepared, compared to about 70% of the men.

Women have also learned to skillfully negotiate good salary and benefits packages, he notes, due to women using a good support group of women in salary discussions. A woman negotiating would reach out to a woman president, Funk says. "I don't sense this is as common among men candidates."

It helps to have CEO role models. "There are tremendous role models now for women," he says. They include: Ann Reynolds at CUNY, Lois Defleur at SUNY-Binghamton, Nannerl Keohane at Duke University, Judith Rodin at the University of Pennsylvania, Mary Sue Coleman at the University of Iowa, Diana Natalicio at the University of Texas at El Paso, and Carol Cartwright at Kent State University.

Rocklin says even more models lead two-year institutions. She reports more than half of the new presidents she has placed have been women and minorities. "Find a wonderful mentor to work with for two to three years. Find someone whose work you respect," she advises. "Don't be afraid to ask for help as you begin the new position. You're not required to know everything from day one."

Progress for minorities

For minorities, presidencies are more likely at two-year schools. Funk is frankly concerned about the lack of African Americans — especially African American men — in the pipeline to the top job, though he reports interest by boards and search committees.

Funk and Rocklin both regularly educate the schools they work with on how to take steps to attract a more diverse and qualified applicant pool.

"We focus on changing the job description," Rocklin explains, "so that it doesn't require years of experience as a CEO, for instance, in order to be considered." Instead, she encourages institutions to focus on what the candidate must do in the new position.

Funk also works with committees on strategies. "Sometimes they have the idea that they're just there to review resumes that come in. We urge them to be proactive in contacting people to entice them to become candidates," he says. This doesn't mean encouraging applications from many people who may be unqualified, but it does mean identifying people who are good leaders though somewhat hidden in the organization.

Women need more training in budgets, PR

Both Funk and Rocklin agree higher education should be doing more to train its future leaders. Funk says: "We're not doing enough to prepare future administrators to handle presidential positions, the huge budgets and the external focus. There's no preparation for how to talk to the media," he points out. "Leadership programs are helpful, and we need to do more."

The need to do more was one reason Rocklin left Korn/Ferry for the trustee group. Her current position also allows her to provide leadership training for college administrators.

One reason for the big need for new CEOs is that "the average tenure is four to six years at public institutions and two to eight years at private institutions," Funk says. "You cease to have a life of your own."

He's not so sure the high turnover in CEOs is good for higher education: "At some point, the lack of continuity is not healthy. Are we making it difficult for them to succeed beyond a few years?"

Some institutions' needs do change, such as a president who's a turnaround specialist needing to hand over the reins to more of an institution-builder when her work is done. But sometimes, he says, "turnover is related to personality changes or changes in the membership of the board. If turnover is personality-driven, or not for substantial reasons, if it's due to frivolous reasons," then it's unhealthy for the institution, much less for the president.

–DG

To learn more, contact: Bill Funk, Korn/Ferry International, 3232 Lincoln Plaza, Dallas 75201; (214) 954-1834; Elizabeth Rocklin, Association of Community College Trustees, 1740 N St. NW, Washington DC 20036; (202) 775-4667.

WOMEN IN HIGHER EDUCATION

Editor and Publisher: Mary Dee Wenniger
Copy Editor: Barb Brady
Contributors: Melanie Conklin, Doris Green, Dianne Jenkins
Graphic Artist: Lisa H. Heaselden
Career Connections: Mary Zenke

***Mission:** To enlighten, encourage, empower, and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and values on campus and in society.*

Women in Higher Education is published monthly twelve times a year by The Wenniger Company. Editorial offices and subscriptions: 1934 Monroe Street, Madison WI 53711-2027. Phone (608) 251-3232. Fax (608) 284-0601. Annual subscription rates: $79 US, $89 Canada (US funds), $99 elsewhere. Copyright 1996 by The Wenniger Company. All rights reserved. Photocopying is illegal and unethical. Write or call for discounted multiple subscription rates. Periodicals class postage paid at Madison WI. **POSTMASTER:** Send changes to *Women In Higher Education*, 1934 Monroe Street, Madison WI 53711-2027.
ISSN: 1060-8303. *WIHE* Web Site: http://www.itis.com/wihe

Voters Pass California's Proposition 209 To Limit Affirmative Action on Campus

Despite vocal opposition by more than 100 public and private college and university presidents and chancellors, students, and women and minorities, 54% of California voters approved Proposition 209 limiting affirmative action in school admissions, contracts and state hiring. It's also expected to affect scholarships and financial aid.

At UC-Berkeley, more than 200 student protesters occupied a landmark tower they called "a symbol representing the University, and the Ivory Tower of elitism and exclusionism."

At UC-Riverside, two dozen students took over the administration building, and 20 were arrested.

At UC-Santa Cruz, about 300 students formed a picket line around the student services building, all but closing the registrar and financial aid offices.

Although the vote was closer than expected, it left educational leaders trying to show compliance, yet maintain support for policies and programs that support diversity. Affirmative action supporters immediately filed a lawsuit to block its taking effect, arguing it obstructs federal civil rights laws.

UC Provost C. Judson King wrote to the nine campus chancellors advising them that unless a court orders differently, factors of race, sex, color, ethnicity and national origin will no longer be factors in admissions decisions. And financial aid programs using state or school funds can no longer consider race or gender, effective immediately.

Unrest at UC has taken its toll on campus leaders. Already this year, UC has replaced two chancellors and is searching for replacements for two more. UC San Francisco Chancellor Joseph Martin is the most recent to announce his departure. Earlier, Berkeley Chancellor Chang-Lin Tien and UCLA Chancellor Charles Young resigned, effective in June 1997.

Residents of the remaining states are waiting for the other shoe to fall on affirmative action.

"California is a very diverse community in terms of racial and ethnic groups," noted Gerald A. Reynolds of the Center for Equal Opportunity, a Washington DC group critical of affirmative action. "If California can adopt an initiative of this type, then just about any other state can do it."

Information came from the *Los Angeles Times* on November 9 and 12, 1996.

80% of Female Profs at Illinois State U Join Dispute over Sex Bias, Equal Pay

It started in March 1995, when three faculty women in the College of Business at Illinois State University noticed they earned much less than new male recruits. Now a major court battle looms over sex bias, with 80% of the university's female professors joining the federal class action lawsuit against the school.

In May 1996, lawyers invited 400 other current and former female faculty since 1982 to join a class action suit. Only 50 declined, including 10 no longer at the school, where 192 of the 680 current faculty are women.

Female professors joining the lawsuit cite differences in salaries, criteria for promotion, mentoring opportunities, obtaining working computers and evaluations of their work. Some are joining to be in solidarity with women whose departments are not as progressive as theirs.

Those declining say they have noticed no discrimination, or in the case of an associate professor of marketing, blame salary differentials on the economic principle of supply and demand.

The three original plaintiffs, Teresa M. Palmer, Iris I. Varner and Paula J. Pomerenke, accuse the school of retaliation, including being denied sabbaticals and being assigned the worst class times.

The suit asks for back pay to equal the wages due to the professors if the university hadn't discriminated against them, according to *The Chronicle of Higher Education* on November 8, 1996.

Revolutionary Brown U Med Class Emphasizes Compassion for Patient

After centuries of concentrating on the disease instead of the patient, medical education may be changing. A new course at Brown University School of Medicine called "MD 2000 Program," named after the first class with all four years of the new curriculum, teaches students how to interact with real patients. And patients grade the students on how well they communicate and demonstrate care and compassion.

Students must be proficient in nine areas, and select four areas for advanced competencies. Typical offerings are: basic clinical skills, using basic science in medical practice, and diagnosing/managing/preventing common health care problems.

But students in the MD2000 Program must also be proficient in: effective communication, moral reasoning and ethical judgment, lifelong learning, self-awareness, self-care and personal growth, knowledge of social and community contexts of health care, and problem solving.

Stephen R. Smith, associate dean for medical education and a professor of family medicine, helped establish the new curriculum.

"Many believe that in a field filled with emerging knowledge, an overburdened curriculum and overburdened students, the art of medicine is being lost—that there is too much emphasis on science and not enough on caring," he said. "Some medical students could probably do a doctoral dissertation on medical ethics," he says, "but have ice running through their veins when it comes to dealing with patients."

Role-playing exercises with volunteers include trying to talk to adolescent smokers about the dangers of smoking and how to quit, breaking the news to an HIV positive man and discussing how to tell his wife, and talking to a patient with pancreatic cancer whose last round of chemotherapy failed about another round that would offer only about a 10% chance of success.

Students' grades come from both volunteers and from real patients, according to *The Chronicle of Higher Education* on November 15, 1996.

Program Advances Women as Senior Leaders in Academic Medicine Posts

It doesn't take a brain surgeon to determine that when women become leaders in med schools, they can focus on issues related to women's health, now underserved.

This fall 27 women medical leaders selected from medical centers around the country attended the Executive Leadership in Academic Medicine program for women at Allegheny University of the Health Sciences. They learned managerial, financial, planning and communication skills to help surmount barriers to professional development.

"Many members of last year's inaugural class have received promotions, awards, recognition and special projects that reflect their leadership skills and will foster further career advancement," noted the program director.

Two women from dental schools joined to assess whether to expand the program to dental medicine.

Six Universities Share $8.6 Million Grant To Reduce Binge Drinking by Students

Excessive drinking is the biggest student health problem on the University of Wisconsin's Madison campus, say health officials at the nation's sixth top party school.

Wisconsin will join the universities of Colorado, Vermont, Delaware, Iowa and Lehigh in Pennsylvania in using the grants to develop model strategies to reduce binge drinking. They define binging as consuming five or more drinks in a row for men or four or more in a row for women, at least every two weeks.

The grants are from the Robert Wood Johnson Foundation in Princeton NJ and the American Medical Association.

A 1994 study of 140 schools by Harvard University found Wisconsin students are some of the country's hardest drinkers, with more than 65% reporting binging, compared to a national student average of 44%.

Overall, women reported binging only about 20% less frequently than men, according to Jack Ladinsky, professor of sociology at Wisconsin and chair of the ad hoc faculty and staff Committee on Academic and Social Issues in the Student Environment. Among those living in Greek houses, about 89% of the men and 85% of the women reported binging, he told *WIHE*.

At Wisconsin, a one-year planning grant of $60,000 will help address the problem. The committee's preliminary report recommends giving students skills and support to make healthier lifestyle choices, by:

- Including education about drinking in frosh orientation.
- Involving faculty directly in student advising to help troubled students.
- Strengthening residential learning centers that link students' academic and social lives.
- Creating a frosh course on campus survival skills.
- Providing more alcohol-free events and sports programs on weekend nights.
- Opening coffee shops around campus that stay open late on weekend nights, offering students entertainment.

A final report to the faculty senate's governing board is due December 2, says the *Wisconsin State Journal* on October 9 and November 12, 1996.

New Date-Rape Drug 'Roofies' Appear On Clemson University Campus

Four Clemson University students were arrested in November for possessing Rohypnol, the date-rape drug that causes lethargy, blackouts and no memory of recent events.

Popular in southern California and spreading, the drug and its newer cousin GBH (gamma hydroxybutyrate) are odorless and colorless. Slipped into beverages, they take effect within 30 minutes.

"Roofies" are sold in Mexico as a prescription sleeping aid and pre-surgery medication. The white tablets are stamped "Roche" and the number 1 or 2. They are banned in the U.S. Congress recently passed a bill adding 20 years to a rape conviction if the drugs are used to subdue a victim.

Part of the problem is distinguishing between the effects of alcohol and the other drugs. If a person can barely stand up after one drink, it's a red flag. Other symptoms of GBH include becoming giddy and then uninhibited, dopey and talkative. Finally drowsiness sets in, or the person may look like she's having a seizure. Experts advise seeking medical help for the victim immediately.

Advice to avoid date rape

Elizabeth Davenport, assistant dean for student affairs at the University of Southern California, suggests how to reduce the risk of date rape:

- Don't leave a drink unattended, and don't drink anything if you don't know where it came from.
- Know your tolerance for alcohol.
- If you plan to drink, go with friends so you can protect each other.
- If you go alone, let someone know where you're going and when you expect to return, and that you'll call if you'll be late.
- Don't go home with someone you've just met.
- If you take your own car or meet somewhere on the first few dates, you'll have more control of your own safety.
- Don't date men who fail to respect women verbally.
- Don't assume anyone who comes to your dorm or apartment wants to have sex. If you're getting mixed signals, stop and discuss expectations.

Information came from the *Los Angeles Times* on October 8 and *The Chronicle of Higher Education* on November 8, 1996.

Tired of Waiting for Justice, Student Posts Athlete's Picture on Campus Doors

The wheels of justice move way too slowly for a victim of sexual abuse in June at Southwest Missouri State University. Despite a second woman complaining in October of sexual abuse by the same football player, he's still attending classes there.

The 32-year old woman who was attacked in June wants him suspended pending a preliminary hearing in December. Getting no response from the university, she posted 100 bright yellow posters with a picture of football player Anthony Woodson, warning women of his continued presence on campus despite his arrest and the second incident.

Nearly every glass door and women's restroom on campus featured his face for several hours on November 12, until university officials hastily moved to remove them.

"It is not fair to women that he is still on campus. How many girls is it going to take and how much more does he have to do?" she asked.

Woodson pleaded not guilty to the June felony charge, and was to be issued a summons for the October attack, says the *St. Louis Post-Dispatch* on November 13, 1996.

Anti-Social Behavior by Male Athletes On Campus Leads to Sanctions

Campus leaders are busy trying to teach male athletes to leave their aggression at the door in the wake of incidents across the country.

- **At the University of Rhode Island**, a crowd of football players vandalized a fraternity house where two teammates had been thrown out of a party. Coach Floyd Keith suspended 29 football players, and kicked two more off the team. Five were charged with criminal assault. President Robert L. Carothers forfeited the team's next game at a cost of $150,000 in lost revenue.

"If you're an administrator, no good crisis should be avoided," Carothers said. "It's an opportunity to teach." He said his job was to create a culture for learning, and the incident showed a failure by the team, not just the individuals.

- **At Morehouse College**, four students including three basketball players were charged with raping a 17-year-old Spelman College freshman. All four are in an Atlanta jail without bail, and Morehouse suspended them.
- **At Virginia Tech**, seven football players were indicted for attacking a member of the track team after a campus dance. Six were suspended for one game, and one for the rest of the season.
- **At Boston College**, 13 football players were suspended for gambling. Two who are accused of betting against their own team were dismissed permanently. The scandal surfaced after Boston lost games to Syracuse by 45-17 and the University of Pittsburgh 20-17, in which Boston was a strong favorite.

Jay Morrow, a professor of psychology and leader in the athletic department at Iona College NY, says athletics encourage aggression, according to *The New York Times*.

"From a pro team management position, you want your players to have a high aggression level. You don't want a docile type of guy because the aggression really helps a player's focus and competitive instincts.

"In society in general, it's not a good thing to have such a high level. An argument starts, say, with your wife, and it gets up to that heated level and instead of pulling back or maybe taking a walk, you just react to it.

"That's what happens in sports. That's very functional. Analysis causes paralysis. In sports you practice repetition, repetition, repetition, so you will act reflexively.

"The bottom line (is that) those characteristics that make you successful in pro sports are the very same characteristics that could potentially be problematic in society."

(Info from *The NCAA News* on October 2 and 28; The *Wisconsin State Journal* on November 7, and *The Chronicle of Higher Education* on October 18 and November 18, 1996.)

NCAA Blames Health Care Inequities For Women Athletes on Insurance

Wringing its collective hands, a committee of the powerful NCAA said it could do nothing to reduce inequities in health care for student athletes by gender and sport.

As reported in the NCAA's *Sports Sciences Education Newsletter* for fall 1996, the committee on Competitive Safeguards and Medical Aspects of Sports believes "a significant reason for inequities in the delivery, quality and access to medical care was health insurance."

Although it reminded members that medical and training facilities and service are subject to Title IX compliance for gender equity, the committee declined to set standards for health care insurance because the issue is so "diverse and complex, and to some extent political and territorial."

35% Women on Council Wins at NCAA

Honoring its 1982 commitment to women, the NCAA President's Commission recommended 35% of the group's Management Council be women. A subcommittee said 30%, while the NCAA Committee on Women's Athletics wanted 40%, so they compromised at 35%, according to *The NCAA News*.

STAYING TUNED

U of Akron Women Plan Their Strategy

Inspired by solidarity of other women on campus and last month's *WIHE*, women at the University of Akron formed a committee on the status of women to fight a gender purge of top administrators there. Suggestions include filing a class action suit. A team of women from the University of Kentucky spoke and advised at the Akron campus in November.

Women Cadets at The Citadel Clip Their Hair to Fit in with the Boys

Trying to fit in where they stick out, three of the first four women cadets at the Citadel broke the rules by cutting their own hair, making a mess of it. They said they wanted to demonstrate the same commitment to the school as their male classmates, whose heads are shaved to look like doorknobs, earning the name "knobs."

Quickly dispatched to the barber for repair jobs, they now have haircuts just like the male cadets. They were counseled on the importance of adhering to haircut policy and will face formal discipline.

"Haircutting is like brain surgery: it's not a job for amateurs," said Citadel spokesman Col. Terry E. Leedom. He said the women otherwise were doing well so far, and the haircutting incident shouldn't hurt them in the long run. "Everybody makes a mistake here. It's almost impossible not to."

Virginia Military Institute's plans to admit women include giving them buzz cuts just like male cadets, an idea the U.S. Justice Department opposes, according to *The New York Times* on November 9, 1996.

Report Shows Progress, Not Parity, for Women Athletes

If gender equity in athletics is the goal, most colleges and universities are still in the warm-up lap stage, according to a new report by the U.S. General Accounting Office.

It cites results from eight national gender equity studies, concluding that although 100,000 women play intercollegiate sports, they're still getting only about a third of the resources schools spend on sports.

An NCAA report admits that only 22.8% (70 of 307) of athletic departments in Division I colleges meet its gender equity requirements, with the rest scheduled for review by the 1998-1999 academic year.

"While gender equity has yet to be fully achieved in intercollegiate athletics, incremental gains continue to accrue," the report concludes.

The Office of Civil Rights (OCR) had a $58.2 million budget and 788 FTE staff members in 1995. Explaining that its strategy is to prevent rather than punish violations, the OCR said it had only 96 athletic equity complaints filed between 1992 and 1996, conducting 32 compliance reviews in those years. Of the complaints, they resolved 80.

Of the 80 complaints resolved, 16 cited a lack of equity in proportionality between the sexes in the student body compared to athletes; four cited a lack of progress toward proportionality, and 42 cited a lack of accommodation of the interests and abilities of the underrepresented sex.

Increased participation, but no equity

The average number of sports offered for women increased from 7.1 per school in 1992 to 7.5 in 1996, an increase of 6%. One report showed the percentage of athletes who are women increased from 34% in 1992 to 37% in 1995. In 1972, when Title IX passed requiring gender equity in college sports, only 15% of the athletes were women. Of the student body in most schools, a little more than half are women.

Increased resources, but no equity

In fiscal year 1993, women at NCAA Division I schools got about 31% of athletic scholarship funds, up about 3% from 1989. Likewise, women got about 24% of total athletic operating expenses (including scholarships, scouting and recruiting), again up 3% from 1989.

Decreased female coaching, less equity

Men continue to land more of the head coaching jobs for women's teams. In 1996, only 48% of the head coaches of women's teams were women, a slight decline of 0.6% from 1992. This is a dramatic change from pre-Title IX days of 1972, when 90% of women's teams had women as head coaches.

Coaches of women's teams continue to earn less than those of men's teams. In 1994, salaries for coaches of women's basketball teams were 59% of those for coaches of men's teams, while their average athletic budget was 58% of those for men's teams.

In addition, women coaches had shorter contracts. The report showed of women's basketball team coaches in Division I schools in 1994, 51% had a contract for three or fewer years, and 25% had no contract. In comparison, 70% of coaches of men's basketball teams had a contract for three or more years, and only 8% had no contract.

Although a 1995 survey of coaches' salaries by the American Volleyball Coaches Association got a low response rate, it showed about 48% of head women's volleyball coaches were women. Their average salary was just 2% less than that of males coaching women's teams.

Increased money for marketing, but no equity

Women's teams got 37% of NCAA schools' marketing budgets, and women's and men's teams each had an equal number of campaigns to promote attendance (4.5 for women, 4.6 for men). The report cited neither the total spent on the campaigns nor their effects.

A copy of the report HEHS-97-10 is available from the GAO, Box 6015, Gaithersburg, MD; (202) 512-6000 or fax (301) 258-4066; e-mail info@www.gao.gov

How Ya Doing?

Thanks to a federal law effective October 1, you can get the scoop on how your school compares with others in the proportion of athletes who are women, recruiting and scholarship expenses for both sexes, and coaches' salaries by gender of team members.

The Equity in Athletics Disclosure Act requires the data be available for free to students, potential students, parents and coaches, while the general public can be required to pay a copying fee.

The Chronicle of Higher Education on October 25 reported the 1996 data from the Big 12 conference, one of the country's largest and most prestigious. It revealed men's teams got about 60 to 80% of all athletics expenditures. Kansas State University paid its coaches of women's teams an average of almost $55,000 less than coaches of its male teams.

In participation, only the University of Kansas had more than 200 female athletes, while those having fewer than 100 were Baylor, Kansas State and Oklahoma State. All four had at least 215 male athletes.

The November 10 *Wisconsin State Journal* featured a front page article on University of Wisconsin women athletes receiving just 30% of athletic expenditures. The average head coach of men's teams earned 30% more than those of women's teams. For assistant coaches, those for men's teams got 74% more.

"All of our women are receiving everything they need to be nationally competitive," asserted associate athletic director Cheryl Marra. "We are very, very confident that they have the tools they need and feel they are treated very fairly."

The article said the student body was 52% female but only 40% of the athletes were females.

Figures are always open to interpretation, but they give observers a level starting point to discuss the division of resources between the teams.

'Been There, Done That,' Administrator Tells 'Frost-bitten'

I'm responding to the piece in the October issue of Women in Higher Education *entitled, "Frost-bitten and Beheaded: A Cautionary Tale." The anonymous author is an externally recruited university vice president, who found herself iced out by her administration's chilly climate, then relieved of much of her authority and power when her management style proved to be too different from their own. I had a real "been there, done that" reaction to this piece.*

I was an academic department chair for three years at a large American land grant university, and have been dean of faculty (college) for more than four years at a large comprehensive university in Canada. I, too, moved across institutional cultural divides to take both of these appointments, and faced some extremely isolating experiences as the new and lone female unit head within a large College of Arts and Sciences, and, subsequently, as the second-ever female dean in my current institution.

> ***If administrative politics are not for faint-hearted novices, they also badly need women and men who are committed to kindness, fair play and moral vision.***

As a tenured professor in one of my departments, I'm now looking forward to a long sabbatical this fall at the end of my present five-year administrative term. I recently chose to avoid the option (humiliation?) of a re-election process for a second term. I enjoy a great many aspects of university administration, but am also aware of its potentially devastating impacts on the psyche.

While my own experiences and those of several other female administrators I know mirror those of "Frost-bitten" in many ways, I believe she has made a few classic errors. They are:

1. **Assuming that new administrators, especially women brought into formerly male cliques, are recruited as agents of change.** Any institution that is just now hiring its first female senior administrators probably is not looking for change, but for comfort. An administration that is truly progressive would have appointed its first senior women at least a decade ago.

2. **Assuming, to paraphrase Barbara Mikulski, that you can push the envelope before your know how the post office works.** Frost-bitten's best strategy as the new female administrator would have been to bide her time, make friends with her administrative colleagues in a supportive way, offer to assist their projects, and gain their trust... well before embarking on changes that seem to threaten them.

Unfortunately this is a tall order for most feminists. We feel muzzled and powerless as "mascots" and perhaps incapable of restraining our naturally dynamic personalities. Many of us are simply too busy to cultivate a social life with our colleagues.

However, once an administrator is discredited as a loose cannon or as an opposition party, it's virtually impossible for her to gain or regain the trust of the other senior managers. Ask what have been the strategies of successful women, if any, in her administration? (Probably they behaved like "honorary men" or mascots. Oh, well.)

3. **Assuming that her institution's highest administrative values and principles are something other than loyalty to the bruderbond,** particularly to one's president

4. **Speaking and possibly thinking in abstractions about the administrative climate, rather than in tangible realities.** No one can solve indefinite complaints couched in metaphors borrowed from meteorology.

Problems and difficult incidents are resolved one by one. There are quite a few workshops and management books with tips on addressing particular irritants; none, so far as I know, on "beheading" or defective "thermostats." Hopefully Frost-bitten's acknowledged task-oriented style can help her here to solve concrete, manageable problems

5. **Not quietly checking, before accepting her position, with knowledgeable insiders about the power structure on her new campus.** Entrenched bureaucracies and old-boyism at the top are no secret to rank-and-file faculty and staff. Also, many campus climates merely reflect their local, regional, or possibly religious sub-cultures. Could these have been determined and analyzed ahead of time for a good fit with Frost-bitten's experience and personality?

For example, I learned only after moving to my present university that Anglo-Canadians tend to be far more reserved, group-oriented, and conservative than the typical blunt midwesterner. My own brand of individualism became a liability, rather than an asset, in my new setting. My university's administration merely expresses this reticent, group-solidarity sub-culture.

6. **Becoming bitter.** I used to be idealistic about what I hoped to accomplish as an administrator. Then I became hurt and angry. Now I'm merely cynical. Or possibly realistic. When colleagues behave badly, it helps to ask myself, "What did you expect? Of course they're going to act that way: It's human nature." Bitterness robs you of your motivation and self-worth, and gives your detractors an unearned second victory over you.

Can Frost-bitten be saved? Yes, I think so. I prescribe the following treatment.

1. **It's always imperative to have a life or lives outside of the university, and family or friends who keep you sane.** I unwind by taking long evening walks with my dog, who, unlike some of my fellow deans, is always happy to see me.

2. **Strengthen your sense of humor.** Laugh at your own foibles. Acknowledge your mistakes without berating

yourself over them. Re-create your enemies in your mind as potentially OK people, even if you can't exactly turn the other cheek (let alone your back) to them. Be pleasant to people who avoid you or gossip about you.

3. Acknowledge the really good things about your job. Despite some residual misery, I like much of what I do and most of the people I encounter, and I try to savor the positive moments. Most people on the planet would be thrilled to have Frost-bitten's VP title, a nice office, and no crushing overload of work.

If Frost-bitten came up through the professorial ranks, surely her research still beckons, and she will gain more respect among the faculty if they view her as a serious scholar.

If she is in an academic support or staff position, surely she can consult with her president about some mutually agreeable new projects for her to develop, or can gain recognition for herself and her institution through community service and outreach activities.

If Frost-bitten is not tenured, however, she should seriously consider new ways to make herself indispensable. Otherwise she may lose more than a section of her portfolio in the next administrative reorganization.

4. Develop some street-fighting skills to deal with men who go behind your back or over your head. This is the oldest trick in the book, and they behave the same way towards other men, incidentally. One strategy for a brand new administrator is to get her boss to agree that he will pass back to her any attempted end-runs around her prerogatives.

Fiefdoms and turf are everywhere in universities, and people will instinctively try to protect them if they feel threatened. Try to show colleagues how they will benefit personally from cooperating, and to make them think your plans were really their ideas all along. Do your homework: Be sure of your facts, dates and figures.

Frankly I've had to deal with issues far worse than anything Frost-bitten described. As dean, I've had colleagues who spread allegations about my supposed sex life, and a supervisor (vice president) who encouraged me to resign as a consequence. When I formally complained to him of a poisoned working environment, he ignored my written complaint. (There is no sexual harassment officer on my campus.)

Eventually I negotiated a resolution with the university through my provincial Human Rights Commission, but by that point my reputation was toast. I've had department chairs misrepresent (lie about) my statements to their colleagues, then sit back in satisfaction when my proposals crashed in departmental and governing council meetings, or when co-workers became outraged by what the dean (reportedly) said.

A former dean once tried to tear a strip off me through a petition drive and personal attack in an open meeting. I've had to use "tough love" against an alcoholic professor and to initiate dismissal proceedings against a tenured professor who sexually assaulted a student.

When I was a department chair, competing heads of cognate units tried to duplicate the most attractive parts of my department's offerings, and even to carve up and close my department so that they could absorb our programs and students.

My former dean promised academic employment for my (ex) husband as an inducement for me to accept the department chair position, and then reneged after my spouse had moved and given up his tenure at our first university. I had faculty who misrepresented their program's accreditation standards to try to get a bigger share of departmental resources, and have been bullied by bigger men with louder voices than me more times than I can remember.

It really is true that anything that doesn't kill you makes you stronger. After these experiences, I cannot be surprised or intimidated by too much that occurs on university campuses. I think I'm fundamentally better off as a human being and as an administrator for being less naive.

If administrative politics are not for faint-hearted novices, they also badly need women and men who are committed to kindness, fair play and moral vision.

I don't claim that all or even most colleges operate in ways I've described. But some do, and the ability to withstand a swift game of hard-ball is unfortunately part of the shrewd administrator's repertoire.

5. Leave if the place is too toxic. With a VP title, a nice c.v. and some decent letters of reference, Frost-bitten could be off and working somewhere far more supportive than her current university. Just remember that publicly criticizing your former campus can reflect far worse on you than on the institution you criticize.

Best wishes, Frost-bitten. Your goals, commitment, and vision of what a university should be like are in exactly the right place. Your recent difficult incidents have given you better judgment and more experience. And with sound advice like mine well in hand, your new-found sense of humor, hard-headed realism, and resilience should be real assets to your current or next employer!

– Anonymous, of course!

Summer Institute for Women in Higher Education Administration

June 22 through July 18, 1997

Sponsored by Bryn Mawr College and Higher Education Resource Services (HERS) Mid-America

A residential program offering women faculty and administrators intensive training in education administration. It prepares women to work with issues now facing higher education, with emphasis on the growing diversity of the student body and the workforce.

Total cost excluding travel is $5,500.

Applications with non-refundable fee of $75 are due April 7, 1997.

For a brochure or details, contact Betsy Metzger, assistant director, HERS Mid-America, University of Denver (303) 871-6866; fax (303) 871-6897; e-mail: bmetzger@du.edu

Reach more than 12,000 readers here each month for as little as $250, and millions more on our World Wide Web site, **http://www.itis.com/wihe**

Ⓦ indicates the full text of this announcement is available on the Web site. Call Mary Zenke (608) 251-3232 for details. The January issue closes December 18, 1996.

PRESIDENT

University of Southern Colorado

The University of Southern Colorado (USC) invites applications and nominations for the position of president. The president is the chief executive officer and is responsible to the governing board for leadership and the general administration of the institution.

The president is expected to provide leadership for (1) the educational, economic, and cultural development of the region; (2) public service and partnership activities which complement the institutional mission; (3) the development of excellence and quality for programs and services, especially those which will improve undergraduate education; (4) the development of relationships with K-12 institutions; (5) the institutional effort to achieve educational equity for all students; (6) efficient and effective integration of technology into the educational process; and (7) an institutional advancement program.

For a full position announcement please contact:

Roger W. Johnson, Chair
Presidential Selection Advisory Committee
University of Southern Colorado
2200 Bonforte Boulevard
Pueblo, CO 81001-4901
(719-549-2090)

The University of Southern Colorado is an affirmative action, equal opportunity employer

Ⓦ

AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION
WASHINGTON, D.C.

PRESIDENT

After twenty years of exemplary leadership, Russell Edgerton is leaving the Presidency of the American Association for Higher Education. The Board of Directors, through its designated Search Committee, seeks nominations and expressions of interest for the position of President.

The American Association for Higher Education (AAHE) is an individual membership organization of 8,500 faculty members, administrators, students, trustees, and others committed to increasing the effectiveness of American higher education. AAHE strives to set a national agenda for emerging issues in higher education, with a particular focus on improving undergraduate education. Current initiatives focus on improvements in teaching and learning, faculty roles and rewards, quality and technology initiatives, student outcomes assessment, and service learning. AAHE sponsors an annual conference and several special focus conferences, as well as an extensive set of publications, including *Change* magazine. In addition, the association has a number of voluntary communities and caucuses which contribute to the life of the organization. The annual operating budget of approximately $2 million is generated from grants, dues, registration fees, publications, and investments.

AAHE seeks an individual who has demonstrated the vision and courage to address critical and sometimes controversial issues in higher education. The President must be an individual with the values, capacities, and interpersonal skills to work with a heterogeneous membership of diverse backgrounds from all positions and sectors and to lead and inspire a 25-person staff. The President must provide the intellectual leadership and possess the administrative and fund-raising expertise to support and strengthen the organization.

The search will continue until the position is filled. The Board anticipates an appointment by the spring of 1997. For full consideration, please submit nominations and expressions of interest by January 10, 1997, in confidence, to:

Ⓦ

AAHE Presidential Search Committee
c/o Educational Management Network
98 Old South Road
Nantucket, MA 02554.

A Position Prospectus is available upon request. Questions may be directed to Gary J. Posner or Nancy A. Martin via e-mail at AAHE@emnemn.com

AAHE is an equal opportunity, affirmative action employer and actively solicits applications by and nominations of women and minority candidates

---

PRESIDENT

THE UNIVERSITY OF NORTH CAROLINA

The Board of Governors invites nominations and applications for the position of President of The University of North Carolina. It is intended that the new President will assume office no later than July 1, 1997.

The oldest public university in America, The University of North Carolina today encompasses all 16 of North Carolina's public institutions that grant baccalaureate degrees, and it enrolls nearly 154,00 students. UNC campuses support a broad array of distinguished educational opportunities including liberal-arts programs, two medical schools and one teaching hospital, a dental school, two law schools, two schools of agriculture, a veterinary school, a school of pharmacy, ten nursing programs, 14 schools of education, three schools of engineering, and a specialized school for performing artists. Also under the University umbrella are the UNC Center for Public Television with its ten-station statewide broadcast network, the North Carolina School of Science and Mathematics, the nation's first public residential high school for gifted students, and the North Carolina Arboretum. For more information about the University visit our homepage at: *http://www.ga.unc.edu.*

The Board of Governors is statutorily responsible for the control, supervision, management and governance of all affairs of the constituent institutions. The President is the chief administrative and executive officer of the University, responsible for managing the affairs and executing the policies of The University of North Carolina and its constituent institutions, subject to the direction and control of the Board of Governors. The Office of the President is located in Chapel Hill, North Carolina. Each constituent institution of the University has its own Board of Trustees, which exercises such powers as may be delegated to it by the Board of Governors. The chief executive officer of each constituent institution is the Chancellor, who is responsible to the Board of Governors, through the President, and the institutional Board of Trustees.

Applications or nominees should have demonstrated effective administrative leadership, preferably in higher education, and be strongly committed to the objectives of teaching, scholarship, research, and outreach. Applications and nominations, accompanied by a current curriculum vita and other supporting materials, should be submitted to:

Search Committee for President
The University of North Carolina
P.O. Box 4757
Chapel Hill, North Carolina 27515-4757

We are being assisted in this process by Robert Atwell and Shelly Weiss Storbeck of A.T. Kearney, Inc., 222 W. Adams Street, Chicago, IL 60606; Phone 312/223-6029, Facsimile: 312/223-6369.

The search will remain open until the position is filled; however, applications and nominations received prior to December 31, 1996, will receive fullest consideration.

An Equal Opportunity/Affirmative Action Employer

BEST COPY AVAILABLE

S · U · N · Y
POTSDAM

STATE UNIVERSITY OF NEW YORK COLLEGE AT POTSDAM

Internet address: http://www.potsdam.edu

The State University of New York College at Potsdam, the oldest institution in the State University of New York system, is distinguished by a number of programs, including:

■ **MUSIC:** The college's Crane School of Music is the oldest and largest undergraduate music education program in the country. Crane graduates represent about 50% of the public school music teachers in New York State. They also perform throughout the world, conduct major orchestras, and manage Fortune 500 companies in the music industry.

■ **TEACHER EDUCATION:** The college's School of Education offers certification programs in 13 areas of study. Potsdam graduates consistently score high on the National Teachers Exam: about 90% of Potsdam graduates pass the NTE each year, compared to less than 80% statewide. Students acquire significant in-class experience prior to student teaching through several partnerships with local school districts.

■ **ARTS AND SCIENCES:** A strong core curriculum in the liberal arts gives students writing, speaking, reasoning and research skills, and the opportunity to develop computer technology skills. The School of Arts and Sciences offers majors in more than 35 areas of study. The School's mathematics program has become a model for colleges across the country.

■ **CULTURAL AND ATHLETIC PROGRAMS:** Potsdam is referred to as the cultural center of northern New York. Each year, the college offers more than 200 music, drama and dance performances, ten art exhibits and a major international festival. The college's Division III athletic program includes seven varsity teams for women and five for men.

■ **ASSOCIATED COLLEGES:** Potsdam students may cross-register for courses at three colleges within 12 miles: Clarkson University, St. Lawrence University and SUNY Canton.

■ **PUBLIC SERVICE:** The college's Merwin Rural Services Institute serves as catalyst and coordinator for numerous partnerships with various external agencies in northern New York, to offer the expertise and resources of the college for the good of the community.

In addition to state support, SUNY Potsdam also receives substantial private funding through gifts to the Potsdam College Foundation. Potsdam's endowment is one of the larger among SUNY's university colleges, with total assets of over $10 million and approximately $1.2 million raised annually. The college is currently preparing for a significant capital campaign.

RESPONSIBILITIES: As the chief executive officer, the President directs all operations of the college and provides leadership in the areas of teaching, research, and public service. The President recommends policy to the University's System Administration and implements the policies of the University's Board of Trustees and Chancellor. After consultation with the college's various constituencies, the President sets institutional goals and establishes or maintains the administrative structures necessary to reach them. The President supervises the preparation of the college's budget and is charged with maintaining the fiscal integrity of the institution and overseeing all personnel actions. The President works closely with the students, faculty, staff, Potsdam College Council and Potsdam College Foundation and represents the college in its relationships with the public.

QUALIFICATIONS: The candidate must possess an earned doctorate or its equivalent. The credentials should reveal progressively responsible administrative experience in a college or university, including college teaching experience, capital campaign fund raising experience, and evidence of a commitment to scholarship, research and other creative endeavors. The college fosters a student-centered environment which values the contributions of all students, and is actively seeking candidates with experience in promoting a campus climate which is conducive to the recruitment and retention of underrepresented groups. The candidate should possess the ability to listen to, provide articulate leadership for, and inspire the confidence of students, faculty, staff, union representatives for faculty and staff, alumni, media, government officials, donors and the community.

STARTING DATE: The date of initial appointment is dependent upon the current commitments of the successful candidate.

SEND NOMINATIONS, APPLICATIONS AND OTHER SUPPORTING MATERIALS TO:

Chair, Presidential Search Committee, c/o Human Resources
State University of New York College at Potsdam
Potsdam, New York 13676

For full consideration, applications should be received by January 6, 1997. Confidentiality of candidates will be respected. Questions may be e-mailed to: perryka@potsdam.edu

Senior Vice Provost for Research and Chief Research Officer

CLEMSON UNIVERSITY
Clemson, SC

Clemson University, a land grant university and a Carnegie Class 2 research university that averages $52 million annually in awards for sponsored research, invites applications and nominations for the position of Senior Vice Provost for Research and Chief Research Officer. We are seeking an individual who has a record of significant accomplishments in research, substantial experience in the administration of research programs, demonstrated experience with development and promotion of major research initiatives requiring federal and/or other externally funded support, and strong interpersonal skills.

Typical responsibilities include:

- Administering the Office of Sponsored Programs, central research facilities, research compliance affairs, and the intellectual property/technology transfer program.
- Serving as institutional signature authority for sponsored programs.
- Consulting with and mentorship of faculty regarding their research interests.
- Creating programs to generate increased funding and to diversify sources of funding.
- Formulating and implementing unique research opportunities in which Clemson University would assume a leadership role among its peers in the State and the Nation.
- Representing Clemson University's interests at national institutes and foundations, federal and state legislative bodies, as well as governmental agencies, industry, and research consortia within the U.S. and abroad.

The individual must hold an earned doctorate and be tenurable within an academic unit of Clemson University. Salary will be commensurate with experience and qualifications. The full position description is available upon request. Nominations should include name and address of the nominee and a letter addressing the qualifications of the nominee for this position. Applicants should submit a letter of interest, a statement of research leadership philosophy, and a resume along with names, addresses, phone numbers and e-mail addresses of five references to: **Dr. R. Larry Dooley, Chairperson, SVP/CRO Search Committee, 300E Brackett Hall, Clemson University, Clemson, SC 29634-5701, Phone: 864-656-5562; FAX: 864-656-4466,** e-mail: dooley@ces.clemson.edu

Review of applications will begin January 15, 1997 and continue until the position is filled.

Clemson University is an Equal Opportunity/ADA/Affirmative Action Employer and strongly encourages applications from minorities and women.

UNIVERSITY OF Miami

VICE PRESIDENT
FOR STUDENT AFFAIRS

The University of Miami invites applications and nominations for the position of Vice President for Student Affairs. The University, located in Coral Gables, is a comprehensive, privately supported, non-sectarian institution with an undergraduate student enrollment of 8,000 and a graduate and professional student enrollment of 5,200. It is comprised of 13 degree granting schools and colleges including Architecture, Arts and Sciences, Business Administration, Communication, Continuing Studies, Education, Engineering, Graduate School of International Studies, Law, Medicine, Music, Nursing, and the Rosenstiel School of Marine and Atmospheric Science.

Responsibilities: The Vice President for Student Affairs reports directly to the Executive Vice President and Provost and is the senior student affairs officer responsible for creating a learning environment that fosters the academic, personal, and social development of the student. The qualified candidate will provide leadership for a comprehensive student affairs division including student activities, residence halls, multicultural student affairs, international student services, wellness and recreation, career planning and placement, counseling center, health services, honor council, international scholar services, orientation, commuter student affairs, leadership programs, student life, student publications, volunteer services center, dean of students, and university center.

Qualifications: The successful candidate will have at least five years of high level administrative experience in student affairs or a related field, strong team building skills, an awareness of current issues in higher education, specifically related to student development, experience in working with a diverse student population, knowledge of budget and resource allocation, doctorate preferred.

The position will be available June 1, 1997.

Letters of nomination and/or application, including a resume and the names and addresses of five references may be submitted in confidence to:

Paul M. Orehovec
Vice Provost and Dean of Enrollments and
Chair, Search Committee
University of Miami
P.O. Box 248085
Coral Gables, Florida 33124

The University of Miami is an affirmative action, equal opportunity employer.

The University Of Mississippi
(OXFORD CAMPUS)
ASSOCIATE VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The University of Mississippi invites applications and nominations for the position of Associate Vice Chancellor for Academic Affairs. The Associate Vice Chancellor will report directly to the Vice Chancellor for Academic Affairs/Provost. The position will oversee the academic quality and standards of college programs under the supervision of the Vice Chancellor, will participate in all academic planning activities, will oversee curriculum and instructional activities of the faculty, and implement special projects as assigned. This position is available on or before July 1, 1997.

REQUIRED QUALIFICATIONS

Candidates must possess a terminal degree, preferably an earned doctorate, from an accredited college or university in a discipline represented in the College of Liberal Arts or one of the professional schools on the Oxford Campus. The successful candidate will have a record of exceptional teaching, a distinguished record of research in both publications and grants/contracts and possess an overall record of scholarly achievement that will result in tenure at the rank of Professor. We seek a creative and energetic individual with a demonstrated commitment to diversity and excellent communication and interpersonal skills; a diplomatic campus leader, capable of articulating and implementing a vision of academic excellence in undergraduate and graduate education. Candidates must have the ability to secure the cooperation of and work productively with individual faculty members, academic departments, students, staff, alumni, legislators, board members, etc. Preference will be given to candidates with experience in higher education administration at the department chair, associate dean, or dean level. It is preferred that a candidate possess expertise in a discipline other than those currently represented in the office (English, Law and Education) and be knowledgeable about information technology.

THE UNIVERSITY

A comprehensive state university, The University of Mississippi has a rich tradition spanning 148 years and has achieved a prominent position within the state, region, and nation. The main campus at Oxford includes the College of Liberal Arts, the Graduate School and professional schools of Law, Business Administration, Education, Engineering, Pharmacy, and Accountancy. Schools of Medicine, Nursing, Health Related Professions, and Dentistry are located on the Medical Campus at Jackson, Mississippi. Additional information about the University and the city of Oxford can be found on the University's home page (http://www.olemiss.edu).

APPLICATION INFORMATION

Evaluation of applications and nominations will begin on January 3, 1997 and proceed until the position is filled. Applicants should forward (a) a letter of interest including a statement of how the candidate satisfies the position qualifications listed above, (b) a curriculum vitae, and (c) names, addresses, and phone numbers of five professional references.

Christy M. Wyandt, Ph.D.
Chair, Associate Provost Search Committee
School of Pharmacy
University of Mississippi
University, MS 38677
cwyandt@olemiss.edu
(601) 232-5166

The University of Mississippi is a Affirmative Action/Equal Opportunity Employer, which actively seeks and encourages applications from minorities, women, Vietnam-era veterans, and persons with disabilities.

BEST COPY AVAILABLE

WAYNE STATE UNIVERSITY

VICE PRESIDENT FOR RESEARCH AND DEAN OF THE GRADUATE SCHOOL

Wayne State University invites applications and nominations for the position of Vice President for Research and Dean of the Graduate School. Wayne State University is a comprehensive state-supported, non-profit research university with 14 schools and colleges offering approximately 350 undergraduate, graduate and professional degrees, including business, medicine, pharmacy, law, and engineering to more than 32,000 students. An urban university located in Detroit, Michigan, Wayne State is a Carnegie Research University I Institution, and attracts the largest public graduate and professional school enrollment in the country, with over 14,000 students currently enrolled.

The University seeks an innovative and dynamic leader with demonstrated leadership and administrative skills, a strong research and teaching/training background, and the ability to attract human and financial resources to a comprehensive and diverse research program. The Vice President for Research and Dean of the Graduate School reports to the Vice President for Academic Affairs, and is responsible for all administrative, fiscal and policy making activities in the Division of Resea rch and the Graduate School. He/she will represent the University's research interests to federal and state governments and to private industry.

The successful candidate will have:

- an accomplished record of research and scholarly achievement appropriate for appointment as a tenured professor; the ability to promote research, training and fund-raising activities within the public and private sectors; successful administrative and fiscal management experience; an understanding of and commitment to the University's multiple missions, including serving a diverse urban environment and facilitating interdisciplinary research; and • demonstrated emphasis on academic excellence and implementing and facilitating minority programs.

Screening of applications and nominations will begin on January 3, 1997, and continue until the position is filled. Candidates should submit a letter of application, curriculum vitae and complete contact information for four references. Information about Wayne State University and its programs can be accessed at www.wayne.edu.

Applications and nominations, or requests for additional information (dwyer@iog.wayne.edu) should be sent to:

Dr. Jeffrey W. Dwyer, Chair
Vice President for Research and Dean of the
Graduate School Search Committee
Institute of Gerontology
Wayne State University
87 East Ferry
Detroit, MI 48202

Wayne State University is an equal opportunity/
affirmative action employer

Wayne State University - People working together
to provide quality service

All buildings, structures and vehicles at WSU are smoke-free

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Barton College invites nominations and applications for the position of Vice President for Academic Affairs, available July 1, 1997.

The Vice President for Academic Affairs is the chief academic officer of the College and answers directly to the president. The deans of five schools, the registrar, director of the library, and director of Weekend College and summer sessions answer to the Vice President. Qualified applicants will have an earned doctorate in a discipline related to the College, experience in college teaching, and administrative expertise.

Barton College, established in 1902, is an independent, church-related coeducational and comprehensive institution for approximately 1,300 students from throughout the world. The College provides 28 rigorous academic programs in a supportive, encouraging environment.

To apply or nominate, please write Dr. James Hemby, President, Barton College, Wilson, NC 27893. Candidates should include a letter of application, a current vita, a one-page statement of educational philosophy, and three references. The application deadline is January 15, 1997. AA/EOE

BARTON
COLLEGE
Wilson, North Carolina

South Dakota School of Mines and Technology

Rapid City, South Dakota

VICE PRESIDENT for ACADEMIC AFFAIRS

The South Dakota School of Mines and Technology (SDSM&T) invites applications for the position for Vice President for Academic Affairs. The successful candidate will provide strong and innovative leadership for an educational institution dedicated to excellence. The position of the senior academic officer provides an opportunity, in association with the deans of four colleges and the faculty, to shape the future of progressive engineering and science programs. Candidates for the position of Vice President must have earned a doctoral degree and possess the administrative experience necessary to serve as the senior academic officer of the university. Preference will be given to candidates with engineering or science degrees. SDSM&T is a state-assisted university with approximately 2200 students. Our 13 departments offer 30 degree programs at the baccalaureate, masters, and doctoral levels in engineering, science and interdisciplinary disciplines.

Review of applications will begin on January 6, 1997 and will continue until the position is filled. Applications should include a personal statement of qualifications and goals, a complete resume and the names, addresses, and phone numbers of five references. Please send all materials to:

Dr. Kenneth N. Han, Chair
Vice President Search Committee
South Dakota School of Mines and Technology
501 E. Saint Joseph Street
Rapid City, SD 57701-3995

Telephone: (605)394-2342 FAX: (605) 394-3369
E-mailL Khan@silver.sdsmt.edu

SDSM&T is an EEO/AA/ADA employer and provider.

CAL POLY

VICE PROVOST FOR INSTITUTIONAL PLANNING

THE POSITION: The Vice Provost for Institutional Planning is responsible for coordinating University-wide strategic planning, engaging all divisions of the University in planning issues and efforts, and providing analysis for all elements of the University's strategic plan and related expressions, including the Cal Poly Plan initiative. Responsibilities include providing recommendations on linking fiscal and physical resource allocations and performance with enrollment and academic planning, contributing to policy development and analysis, coordinating data collection and systems, providing interpretation of institutional data and insuring that data is shared in a timely, efficient, and clear manner. The Vice Provost supervises the Office of Institutional Studies, and reports directly to the Provost and Vice President for Academic Affairs. The Vice Provost is active in developing university-wide policy and planning and serves as a member of both the Provost's and the President's management staffs.

QUALIFICATIONS: An earned doctorate or terminal degree in one of the instructional areas of the University, preferably in planning or higher education administration, and eligible for tenure in the appropriate academic department. Demonstrated ability to build consensus among diverse interests; communicate clearly and effectively with a diverse campus community; oversee analytical studies, including enrollment projections; assess policy alternatives and make recommendations to improve institutional effectiveness; provide advice to facilitate management of fiscal and physical resources, and provide leadership in a collaborative and collegial environment. The successful candidate will show evidence of achievement in strategic planning and analysis of academic issues preferably at a public, comprehensive university, a successful record of progressively responsible academic-administrative experience, and active engagement on a statewide and national level with higher education issues. Expertise in using integrated data bases for student, human resource, and financial reports is required.

COMPENSATION: Salary is commensurate with the background and experience of the individual selected. Cal Poly offers excellent fringe benefits. All rights associated with appointment are governed by the Management Personnel Plan adopted by the CSU Board of Trustees. Position is classified as Administrator IV, 12-month.

APPLICATIONS & NOMINATIONS: Each application should include a current resume, the names, addresses, and telephone numbers of at least three professional references, and a letter providing some detail of the applicant's qualifications and interest in the position. Applicants are encouraged to submit materials by January 10, 1997 for full consideration; however, the position will remain open until filled. Applications, nominations, and inquiries should reference recruitment code 7M014 and be addressed to:

Dr. Paul J. Zingg
Provost and Vice President for Academic Affairs
c/o Faculty Affairs Office
California Polytechnic State University
San Luis Obispo, CA 93407
Voice: (805) 756-2844; FAX: (805) 756-5185
Email: msuess@calpoly.edu

Cal Poly is strongly committed to achieving excellence through cultural diversity. The University actively encourages applications and nomination of women, persons of color and members of other underrepresented groups, including the disabled (AA/EEO)

Miami University
Oxford, Ohio

DEAN, SCHOOL OF FINE ARTS

RESPONSIBILITIES: The Dean is responsible for the academic leadership of the School including but not limited to academic planning, enhancement of programs and curriculum, accreditation, recruitment of faculty, faculty development and evaluation, student recruitment, advising and placement, improvement of physical facilities and equipment, and allocation of resources. In addition, the Dean is responsible for augmenting the resources available to the School, for fostering diversity, and support of university-wide goals.

Qualifications: Miami University will consider all candidates who have demonstrated excellence in leadership in either an academic or professional setting. Candidates must be able to provide evidence of ability to relate well to students, faculty, staff and alumni, and to the fine arts community. Desirable background includes several or all of the following: terminal degree in one of the fine arts disciplines represented in the School, excellence in teaching, excellence in scholarship or creative activities, demonstrated commitment to diversity, capacity to promote interdepartmental fine arts programs, administrative experience and proven ability to attract external support. Successful candidate must qualify for appointment at rank of Professor in one of the departments in the School.

Application: Applications should include a letter of application and a resume providing evidence of the qualifications as stated above. Please provide 3 to 5 references whom the committee may choose to contact. Please address all nominations and applications to:

Dr. William G. Slover
Secretary of the University
101 Roudebush Hall
Miami University
Oxford, Ohio 45056
Phone: (513) 529-3610, FAX: (513) 529-1737

To ensure full consideration, applications must be received by January 10, 1997 with an anticipated date of appointment of July 1, 1997. The position will remain open until filled. Miami University offers equal opportunity in employment and education.

School of Fine Arts: The School has almost 100 faculty and unclassified staff in four departments: Architecture, Art, Music and Theatre. Each department offers degrees at the bachelors and masters level. There are approximately 800 undergraduate students and 80 graduate students majoring in fine arts. Programs stress a balance of liberal and professional education. All programs are accredited. The mission of the School is to offer professional curricula in selected fine arts undergraduate and graduate programs, to promote fine arts in university-wide programs, to offer elective opportunities for university students interested in fine arts, to support faculty creative efforts and research, and to create a stimulating cultural environment. The Dean reports to the Provost and Executive Vice President for Academic Affairs and is one of seven academic deans.

The University: Miami University is a state-assisted university located in southwestern Ohio and is noted for its excellence in undergraduate education. Established in 1809, Miami has developed into a selective public university with a long tradition of dedication to teaching excellence and undergraduate liberal education with an increasingly strong record of scholarly achievement. Miami has an enrollment of more than 20,000 students on four campuses. The University awards baccalaureate degrees in about 70 fields, master's degrees in 60, and doctoral degrees in 9 disciplines. The central campus is in Oxford, a small city with a population of approximately 10,000 located 35 miles north of Cincinnati and 45 miles southwest of Dayton. The enrollment on the Oxford campus is limited to 16,000 with 7,000 living on campus. Miami has regional campuses in two nearby cities, Hamilton and Middletown, and a European center in Luxembourg.

Miami University is an Affirmative Action, Equal Opportunity Employer

---

Kent
STATE UNIVERSITY

ASSOCIATE VICE PRESIDENT FOR STUDENT SUPPORT SERVICES

Division of Enrollment Management and Student Affairs

Kent State University invites nominations and applications for the position of Associate Vice President for Student Support Services who provides leadership, coordination, and support for the Office of Campus Life, Judicial Affairs, Residence Services, University Health Services, Student Disability Services, Adult Services, and Intramurals and Campus Recreation. The Associate Vice President seeks to enhance student retention by integrating and coordinating co-curricular services and programs for Kent students.

Kent State University is an eight-campus, doctoral-granting public institution that enrolls approximately 30,000 students, including about 20,000 on its Kent Campus. The institution is the lead public university in Northeast Ohio and was recently designated as a Research II institution by the Carnegie Foundation.

The successful candidate will produce evidence of the ability to effectively supervise and manage student affairs operations at a medium-to-large size university, with particular emphasis on strong leadership skills and the ability to facilitate change and work collaboratively within and across divisional lines. Excellent team-building and communication skills, including the ability to understand and be responsive to a diverse student body, are necessary. Ph.D. in higher education/student personnel administration or a related field strongly preferred. Masters degree required with a minimum of seven years progressively responsible leadership experience in student affairs. Applications from protected classes are strongly encouraged.

Salary and benefits are competitive and commensurate with qualifications and experience. The position will be available July 1, 1997. The Search Committee will begin to review applications on December 16, 1996. Although nominations and applications will be accepted until the position is filled, those completed dossiers submitted by January 2, 1997 are best assured of receiving full consideration. Send cover letter, resume, contact information for at least five professional references, and a one-two page statement on the applicant's perspective of the role of co-curricular programs in student retention to: **Dr. Marlene Dorsey, Chair, Associate Vice President for Student Support Services Search Committee, c/o Office of the Vice President and Dean for Enrollment Management and Student Affairs, 225 Michael Schwartz Center, Kent State University, P.O. Box 5190, Kent, OH 44242-0001**

Equal Opportunity/Affirmative Action Employer

BEST COPY AVAILABLE

CENTRAL WASHINGTON UNIVERSITY

PROVOST/ VICE PRESIDENT FOR ACADEMIC AFFAIRS

CENTRAL WASHINGTON UNIVERSITY, a comprehensive state university which serves more than 8,500 students, invites applications and nominations for the position of Provost/Vice President for Academic Affairs. The main campus is located in Ellensburg, a city of 13,000 east of the Cascade Mountains.

As the chief academic officer of the university, the Provost/Vice President for Academic Affairs provides leadership for the achievement of the academic mission. The Provost administers the Division of Academic Affairs, participates in the development of institutional policy, and provides direction for the strategic planning and development of academic programs. The Provost reports directly to the President and serves as institutional officer in the absence of the President.

Minimum requirements include:

- Earned doctorate from an accredited institution.
- Minimum of 10 years experience in higher education at the university level with a record of successful experience in administration, teaching, and scholarly activity.
- Minimum of five years of increasing administrative responsibility in an academic affairs environment at the university level.
- Experience at the level of dean, assistant/associate vice president or vice president.

Screening will begin on January 31, 1997. Applications received after this date will be considered only if the applicant pool is insufficient.

Complete application information and the position announcement is available at CWU's web site: http://www.cwu.edu/~provost/

Please direct inquiries, applications and nominations to:

Provost/Vice President Academic
Affairs Search Committee
Provost's Office
Central Washington University
400 E. 8th Avenue
Ellensburg, WA 98926-7503

Phone: (509) 963-1600
Fax: (509) 963-2025
e-mail:psearch@cwu.edu

AA/EEO/Title IX Institution

Widener University 1821

Director
Center for Education

Associate Dean
School of Human Service Professions

RESPONSIBILITIES. The Director is the chief Academic Officer of the Center for Education. The Center is housed in the School of Human Service Professions, which also includes programs in clinical psychology, physical therapy, and social work. The Center Director serves as one of the four Associate Deans of the School. Responsibilities include the development and management of the Center's budget, faculty and staff development, obtaining external funding, graduate enrollment management, maintaining external relationships with the profession and the Commonwealth of Pennsylvania's Department of Education. The Director also serves as an advocate for the Center and its faculty and students on campus, and with state level agencies and professional organizations.

WIDENER UNIVERSITY. A comprehensive, multicampus institution, in southeastern Pennsylvania, Weidener University is 15 minutes from center city Philadelphia. The University has a number of vigorous undergraduate, graduate and professional degree programs. The University community numbers approximately 8,150 students in six schools and colleges on three campuses.

The Center for Education. The Center houses a growing faculty and a total of 250 undergraduate, 800 masters degree and 385 doctoral students. There are 23 undergraduate and master's level programs and courses of study, and doctoral programs in higher education, reading and language arts, and school administration. The Center also supports the university developmental reading program, a regional science education center, and a demonstration preschool and day care center.

QUALIFICATIONS. Requirements include an earned doctorate in an appropriate area, teaching in basic education and university level teaching and administrative experience in a school, center or department of education. The successful candidate will also have an exemplary record as a scholar, experience in developing and managing funded activities, and experience with state approval processes for teacher certification programs.

APPLICATIONS. Applicants should supply the following: (1) a letter of application citing prior collegial accomplishments, and (2) a curriculum vitae, stressing professional experience as an educator and an academic in higher education. Final applicants for this position will be asked to submit additional information. Rank, benefits, and salary are competitive. Applications and nominations should be sent to Mrs. Lucille D'Amato, School of Human Service Professions, One University Place, Chester, PA 19013. Questions may be directed to Dr. Antonia D'Onofrio, Chair of the Search Committee, (610)499-4289.

The review process will commence on January 3. It is anticipated that this position will be filled by July 1, 1997; however, the search will continue until the position has been filled. Widener University is an Equal Opportunity Employer. Applications from women and members of underrepresented groups are encouraged.

UofL UNIVERSITY OF LOUISVILLE

Dean, Kent School of Social Work

The Kent School of Social Work of the University of Louisville is seeking candidates for the Dean's position. The University of Louisville is the major state university in Kentucky with an urban mission. The Kent School of Social Work currently offers a Masters of Science in Social Work and a post-graduate program in Family Therapy. A doctoral program may be approved and offered by Kent in the near future.

Responsibilities include:

1. The development of appropriate methods for coordination, for overall planning, and for developing the objectives and the content of the programs;
2. Administrative responsibility for the maintenance of appropriate relationships with the university, the community, and the social work and family therapy professions;
3. Responsibility for the preparation and presentation of the budget to the appropriate university authorities and for effective administration of the approved budget;
4. Maintenance of accreditable MSSW and Family Therapy programs; and the current development of a doctoral program;
5. Stimulation of proposal generation and the acquisition of extramural funding for research and other scholarly activities.

The successful candidate will hold a masters degree in social work from an accredited School of Social Work and an earned doctorate in social work, and demonstrate 1) qualities of leadership, scholarship, professional vision and administrative capability related to the above responsibilities, 2) a minimum of 5 years of administrative experience in social work education, as well as direct practice experience, and 3) a demonstrated commitment to cultural diversity on the faculty, in the student body, and in the curriculum.

Please send a letter of application, vita, example of writing, and the names, addresses and phone numbers of five references to:

Ms. Carolyn Cochran
University Provost Office
UNIVERSITY OF LOUISVILLE
Louisville, KY 40292

Applications must be postmarked by January 3, 1997. Qualified women and minorities are urged to apply.

BELMONT UNIVERSITY

DEAN, SCHOOL OF NURSING

Belmont University School of Nursing, an established professional nursing school focused on serving the community now and in the future through outcome-based nursing practice, invites applications for the position of Dean. Belmont is a comprehensive liberal arts institution affiliated with the Tennessee Baptist Convention. Located in **Nashville, the state capital and one of the South's fastest growing areas, Belmont is positioned at the heart of major health care, education, and entertainment industries.** The School of Nursing is an NLN accredited program with approximately 250 BSN and MSN students.

Successful applicants must have:

- Master of Science in Nursing and an earned doctorate in Nursing or a related field
- commitment to visionary leadership
- commitment to facilitating excellence in teaching, practice, service, and research
- understanding of the rapidly changing environments of health care delivery and higher education
- literacy in the use of information technology
- demonstrated administrative and leadership ability with strong interpersonal skills
- commitment to development of innovative, collaborative interdisciplinary educational opportunities in a student-centered university environment

Competitive salary and benefits package with salary commensurate with qualifications and experience. Review of applications begins January 15. Applications will be accepted until the position is filled.

Members of traditionally under-represented groups are encouraged to apply. Interested candidates should submit a letter of interest and a complete curriculum vita to:

Debra Wollaber, Ph.D., RNC
Chair, Nursing Dean Search Committee
Belmont University School of Nursing
1900 Belmont Blvd.
Nashville, TN 37212
or e-mail- ndeansearch@belmont.edu
EO/AA employer

Belmont University's vision is to be a premier teaching university bringing together the best of liberal arts and professional education in a consistently caring Christian environment.

Colorado State University

LEADERSHIP OPPORTUNITIES

Colorado State University seeks to fill several major leadership positions during the 1996/97 academic year. The University, a major land grant institution and a Carnegie 1 comprehensive research university, consists of eight academic colleges, a graduate school, and a professional veterinary medicine program, with an enrollment of about 22,000 students and a faculty of approximately 1,400.

Present openings include:

- Vice Provost
- Vice Provost for Undergraduate Studies
- Dean of Libraries
- Director/Dean of the Division of Continuing and Extended Education
- Director - Colorado Agricultural Experiment Station
- Department Chairs:
  - College of Liberal Arts
    - Foreign Languages
    - Sociology
  - College of Applied Human Sciences
    - Food Science and Human Nutrition

Nominations are encouraged. Interested individuals should request position descriptions and application requirements from the Office of Equal Opportunity, 970-491-5836.

Email address: Bickes@vines.colostate.edu

Colorado State University is committed to creating a university community which values and supports diversity; individuals who contribute to such diversity are strongly encouraged to apply.

CSU is EEO/AA employer

BEST COPY AVAILABLE

The Ohio University invites applications for the deanship of the College of Business

Applications and nominations are invited for the position of Dean of Ohio University's highly selective College of Business, with appointment expected July 1, 1997.

Position Description

The College of Business, which includes the Departments of Finance, Management Information Systems, Management Systems, Marketing, and the School of Accountancy, offers programs of study leading to B.B.A., M.B.A., and M.S.A. degrees. The successful candidate will serve as the chief executive for the college, which includes 79 faculty members, 1,700 undergraduate majors in twelve baccalaureate programs, and graduate majors in MBA, Executive MBA, and Master of Science in Accountancy programs. The master's degree programs include programs offered on the Athens campus as well as programs offered by the college internationally. The undergraduate and graduate degree programs are AACSB accredited with separate accreditation for the accounting programs. Reporting to the provost, the dean represents the college to all of its constituencies and is responsible for the oversight of degree programs, the budget, long-range planning, fund raising, and faculty development. The dean is expected to provide leadership for a college committed to excellence in teaching, research, and service.

Qualifications

Candidates should have an earned doctorate in one of the college's disciplines (or extensive experience as a prominent professional in business) and a record of scholarly (or professional) achievement consistent with appointment at the rank of professor. Candidates also should have experience in management or administration and an understanding of, and commitment to, the educational concerns of minorities, women, and persons with disabilities. The annual salary is competitive with other comparable AACSB institutions and commensurate with background and experience.

Institution and Setting

Ohio University is a state-assisted residential Research II university located in the scenic Appalachian foothills 75 miles southeast of Columbus. Chartered in 1804, it is the oldest university in the Northwest Territory. Enrollment on the Athens Campus is currently 19,700 students with another 8,200 students on five regional campuses. Ohio University offers bachelor's degrees in 92 fields, master's degrees in 48 fields, and doctoral degrees in 28 fields. First-year students average at the 75th percentile nationally in g.p.a., class rank, and standardized test scores. Though students are predominantly from Ohio, the university enrolls students from all 50 states and from more than 100 countries. The total budget for 1996-97 exceeds $340 million. Further information is available at the university's web site: http://www.ohiou.edu.

Application Process

Each applicant must submit a comprehensive resume, names and contact information for three references, and a cover letter discussing qualifications for the position as described in this announcement. Review of applications will begin December 15, 1996 and continue until the position is filled. Send all materials to:

Prof. Ted R. Compton, Chair
Business Dean Search Committee
313 Cutler Hall
Ohio University
Athens, Ohio 45701-2979
E-Mail: compton@ouvaxa.cats.ohiou.edu

Ohio University is an Equal Opportunity/Affirmative Action Employer

---

University of Colorado at Boulder

DEAN, SCHOOL OF EDUCATION

The University of Colorado at Boulder invites applications and nominations for the position of Dean of the School of Education, effective August 1, 1997. Candidates must have qualifications, experience, and stature appropriate for a tenured full professor in the School of Education and be able to assume major administrative responsibility for the School's integrated program of research, teaching, teacher education, and public school partnerships.

The School of Education is located on the major comprehensive research campus in Colorado. The school has 34 faculty members. It offers initial elementary and secondary teacher certification programs and graduate degrees (M.A. and Ph.D.) in four areas: Social Multicultural Bilingual Foundations, Instruction and Curriculum, Educational Psychology, and Research and Evaluation Methodology. The primary goals of the School are to remain a distinguished educational research center, to have an exemplary teacher education program that is an integral part of the life of the School, and to be recognized for its contributions to public education in Colorado.

Applications will be accepted until the position is filled. However, to ensure full consideration, applications and nominations should be received by January 15, 1997. Send to:

Dean Ross Corotis, Chair
Education Search Committee
Campus Box 40
University of Colorado at Boulder
Boulder, CO 80309-0040

The University of Colorado at Boulder strongly supports the principle of diversity in all its forms. We are particularly interested in receiving applications from women, ethnic minorities, disabled persons, veterans, and veterans of the Vietnam era.

Colorado Revised Statutes (C.R.S. 24-72-204) require that applicants "make a written request that records be kept confidential at the time of submission of the records." Records of applicants who do not make a written request for confidentiality must be disclosed upon request.

DEAN

JOSEPH M. KATZ GRADUATE SCHOOL OF BUSINESS AND COLLEGE OF BUSINESS ADMINISTRATION

Applications are invited for the position of Dean of the University of Pittsburgh's Joseph M. Katz Graduate School of Business and its undergraduate College of Business Administration. The position will be available July 1, 1997. Reporting to the University's Provost, working collegially with an outstanding faculty, and drawing upon the support of the corporate community and a large and loyal group of alumni, the Dean will provide leadership and direction for a set of nationally-ranked MBA, dual degree, doctoral, executive and undergraduate programs.

Applications are encouraged from individuals possessing a range of academic and/or business management experience. Applicants should have a clear understanding of and regard for academic values and an appreciation of a contemporary business school's multi-faceted mission. Among the personal qualifications being sought in the new Dean are a commitment to excellence in research and teaching, demonstrated leadership attributes, managerial skills and a record of administrative accomplishments, and a capacity to attract significant external funding for the support of academic programs and faculty.

Formal review of applications will begin on December 15, 1996. Letters of application (including a resume and the names and addresses of five references) or of nomination should be sent to:

Dr. Beverly Harris-Schenz, Chair
Dean Search Committee
Office of the Provost
University of Pittsburgh
826 Cathedral of Learning
Pittsburgh, PA 15260

The University of Pittsburgh is an Equal Opportunity, Affirmative Action Employer.

BEST COPY AVAILABLE

PROVOST

The University of Idaho

seeks a provost to assist its new president in leading its academic programs into the twenty-first century. As Idaho's principal residential undergraduate campus and the state's research-oriented, land-grant institution, the university is poised to move forward as an integral part of Idaho's changing economic and social climate.

Responsibilities

The provost provides internal and external leadership in implementing the university's agenda on the Moscow campus and throughout the state. The provost's leadership responsibilities include planning, budgeting, development and public relations, student support and promoting cultural diversity. The provost promotes collaboration, consensus building, shared authority and teamwork.

Required Qualifications

Earned doctorate or terminal degree in the candidate's field. Faculty experience and credentials to be a full professor with tenure in an academic department. Experience in a doctoral degree granting institution. Experience in academic leadership, including: — Interactions with undergraduate and graduate students — Commitment to diversity — Developing and administering budgets — Developing and implementing strategic plans — Administering academic personnel matters — Facilitating and building consensus.

The University UI's colleges include Agriculture; Art and Architecture; Business and Economics; Education; Engineering; Forestry, Wildlife and Range Science; Law; Letters and Science, and Mines and Earth Resources. Moscow is located in the Palouse Hills of the Idaho panhandle, approximately 90 miles south of Spokane, Washington. The university cooperates in academic programs with Washington's land-grant university, Washington State University, located 8 miles away in Pullman. Approximately 10,500 of UI's 13,000 students are served on the Moscow campus, the remainder at resident instructional centers in Boise, Coeur d'Alene, Idaho Falls and Twin Falls, and through various outreach activities. The resident centers, plus College of Agriculture extension centers in 42 of Idaho's 44 counties, provide a statewide infrastructure from which to offer targeted programs of education, research and technical assistance to serve Idaho citizens.

Application and Nomination

The position is available beginning July 1, 1997. Screening activities will begin on January 3, 1997, and will continue until the position is filled. Women and members of minority groups are encouraged to apply. Nominations are welcomed.

Applications should include a letter of interest, a curriculum vitae, and the names, addresses, and telephone numbers of five individuals familiar with your experience who have agreed to serve as references. Applications and nominations should be sent to:

Dale Gentry,
Dean College of Education Chair,
Provost Search Committee
University of Idaho
Moscow, ID 83844-3080

Questions may be referred to pvsearch@uidaho.edu. Information about the University of Idaho may be found at http://www.uidaho.edu.

To enhance diversity through education, the University of Idaho is an equal opportunity/affirmative action employer.

UNIVERSITY OF ST. THOMAS

DEAN

SCHOOL OF EDUCATION

UNIVERSITY OF ST. THOMAS
ST. PAUL/MINNEAPOLIS

Applications and nominations are invited for the position, Dean of the School of Education at the University of St. Thomas, St. Paul/Minneapolis, Minnesota.

The Position: The Dean serves as the Chief Academic Officer for the School of Education and reports to the Vice President for Academic Affairs. The Dean is responsible for:

- Providing academic leadership at both the graduate and undergraduate level in policy and curriculum development in collaboration with faculty and department chairs/program directors.
- Overseeing the fiscal operation of the school, including preparation of budgets, approval of expenditures and overall fiscal management.
- Maintaining a collaborative and consultative relationship with the other university deans and administrators.
- Developing and maintaining partnership and cooperative ventures with external agencies.
- Ensuring high quality teaching and learning.
- Maintaining appropriate national and state accreditation and licensure compliance.
- Advocating, internally and externally, for the School and for the profession of education.
- Working with the Development Office in seeking outside funding.

Preferred Qualifications: The university seeks a Dean who:

- Has an earned doctorate and scholarly record enabling appointment to one of the tenured ranks of the School of Education faculty.
- Has demonstrated success in academic administration, especially in the areas of fiscal management, faculty and program development, assessment and resource development.
- Understands and supports the university's mission and Catholic tradition and their relationship to the school's programs.
- Demonstrates a proven ability to lead through collaborative and shared decision making.
- Advances the multiple uses of technology in education settings.
- Has demonstrated a commitment to multiculturalism and internationalization.
- Has experience with a variety of education venues such as continuing education courses, off-campus degrees, conferences, and distance learning.
- Has experience with Pre-K-12 school settings.

The University: The University of St. Thomas, founded in 1885, is a coeducational, independent, Catholic liberal arts institution that emphasizes values-centered, career-oriented education. It is the largest private institution of higher education in Minnesota. The University's enrollment exceeds 10,000 students which are evenly divided between graduate and undergraduate students. There are three campuses, St. Paul (main campus), Minneapolis, and the Cainey Conference Center in Owatonna.

The School: The newly re-organized (Fall, 1996) School of Education offers undergraduate and graduate teaching and administrative licensure and endorsement programs: a Doctorate in Educational Leadership; Education Specialist and Master of Arts Degrees in such areas as Curriculum and Instruction, Special Education, Reading, Administration, Community Education, Learning Technology, and Human Resource Development, and a Bachelor of Arts Degree in Elementary or Secondary Education. Approximately 950 graduate and 300 undergraduate students are enrolled in the School's programs.

Application Process: The search committee will begin reviewing applications upon receipt and will accept through December 20 or until the position is filled. Applicants should submit a letter of interest, a curriculum vitae and names, addresses, phone/fax numbers, and e-mail addresses of three references. Direct applications and nominations to: Search Committee: Dean, School of Education; Department of Human Resources; University of St. Thomas; 2115 Summit Avenue, Mail #AQU217; St. Paul, Minnesota 55105.

The preferred starting date is July 1, 1997. Salary and benefits are competitive.

The University is an equal opportunity employer and is committed to a program of Affirmative Action. Women and persons of color are strongly encouraged to apply.

S · U · N · Y
POTSDAM

STATE UNIVERSITY OF NEW YORK COLLEGE AT POTSDAM

[illegible]

THE COLLEGE

The State University of New York College at Potsdam, the oldest higher education institution in the State University of New York, invites applications for the Dean of Education & Graduate Studies. Long recognized as one of the leading public colleges in the United States, SUNY Potsdam preserves a tradition of excellence in the liberal arts, music and teacher education. The College fosters a student-centered environment through efforts in program development that encourage faculty/student research and innovative pedagogy.

The College is distinguished not only by its commitments to teacher education and the liberal arts, but also by its unique natural, cultural, and recreational environment. The College is a center of excellence in music and the arts, featuring community programming by the internationally recognized Crane School of Music and the Department of Dance and Drama, and museum quality exhibits in the Roland Gibson Gallery.

With three other higher education institutions within a 10-mile radius, the College provides for cross-registration among four unique colleges and enjoys the benefits of a culturally active college town. The institution is committed to a mission of public service to the State of New York and the North Country and has taken a leadership role among state colleges and universities in working with the Native peoples of Akwesasne/St. Regis Mohawk heritage.

SUNY Potsdam is an affirmative action, equal opportunity employer committed to providing opportunities for women, minorities, veterans and the disabled. We are actively seeking candidates with significant multicultural experience, which may be demonstrated by research and/or course work in ethnic, minority, or gender studies; work experience in culturally diverse communities; participation in the cultural life of minority communities on- and off-campus; and other comparable experience.

THE SCHOOL

The School of Education consists of the departments of teacher education, health 8 physical education, athletics, continuing education/summer programs, teacher education student services and graduate studies.

The School offers programs in elementary and secondary education, instructional technology & media management, and special education to its 1100 undergraduate and 600 graduate students. Committed to teacher education which integrates content, pedagogy and classroom experience, the School works closely with the School of Arts and Sciences, the Crane School of Music, and local public schools, the State Education Department, and the other colleges in the area.

THE POSITION

The Dean of Education & Graduate Studies is the chief academic and administrative officer of the School. The Dean, who reports directly to the Provost, is responsible for developing and administering academic policy within the School, for overseeing School and department budgets, for recruiting new faculty and for assuring School-wide adherence to affirmative action principles. The Dean reviews and approves all course scheduling, approves faculty teaching loads and makes recommendations to the Provost on all personnel matters arising within the School. The Dean is also responsible for faculty development within the School and supports the academic advising policies of the School.

QUALIFICATIONS

The College seeks candidates with a doctoral degree in an appropriate field with a strong record of educational leadership based on both scholarly understanding, professional experience, and excellent interpersonal skills. Candidates should be able to demonstrate a strong record of commitment to teaching, advising and scholarship, a successful record of administrative experience, and a commitment to cultural diversity and faculty governance. In addition, candidates should be supportive of interdisciplinary programs and innovative teaching and should have a demonstrated ability to build consensus and to work collegially with the faculty, students, staff, and administration of the College. Candidates should have a good working relationship with the public schools including knowledge of and commitment to field based programs. Experience with fundraising desirable. Finally, the Dean should have the ability to promote the School and the College to prospective students.

APPLICATION

Qualified candidates should send a letter of application explaining how their philosophy, record and experience relate to the stated values, responsibilities and qualifications, a curriculum vitae, and the names and telephone numbers of at least four current references to:

Chair, Dean of Education and Graduate Studies Search Committee
c/o Office of Human Resources
SUNY Potsdam
Potsdam, NY 13676

For full consideration, applications must be received by December 31, 1996. The starting date will be established based upon the commitments of the successful candidate.

THE UNIVERSITY OF OKLAHOMA
NORMAN CAMPUS

DEAN
COLLEGE OF ARTS & SCIENCES

The University of Oklahoma invites nominations and applications for the position of Dean of the College of Arts & Sciences. The University is a major, national research university with 20,000 students and 900 faculty on the Norman Campus. With a full-time faculty of 407, the College of Arts & Sciences offers a comprehensive liberal arts education, provides 58% of undergraduate instruction, including 85% of the general education courses for all degree programs at the University, and has an enrollment of 5,426 undergraduate majors and 1,325 graduate students. Through its 22 departments/schools and its interdisciplinary programs and associated units, the College offers 49 baccalaureate, 28 masters, and 18 doctoral programs. For more information, refer to the College Website at http://www.ou.edu/cas/.

The Dean provides the academic, intellectual, and administrative leadership for the College and reports directly to the Senior Vice President & Provost-Norman Campus. The Dean is responsible for ensuring the academic integrity and quality of all educational programs, encouraging excellence, innovation and interdisciplinary approaches in teaching and research, fostering professional service activities, collegiality and alumni relations, and overseeing the fiscal well-being of the College.

Candidates must have the following qualifications:

- Credentials to qualify for an appointment as a tenured full professor in a unit of the College.
- A record of significant achievement in research and teaching at the undergraduate and graduate levels.
- Demonstrated leadership and prior successful administrative experience in an academic environment.
- The ability to work constructively and communicate effectively with constituencies, both inside and outside the University.
- Dedication to the values of a liberal education and to the principles of academic freedom.
- Commitment to academic excellence and innovation.
- Knowledge and understanding of the disciplines and interdisciplinary programs within the College.
- Demonstrated success in securing external funding.
- Commitment to diversity and to Affirmative Action procedures and outcomes.
- A vision for the future for the College and an ability to work in a climate of change.

REVIEW OF APPLICATIONS WILL BEGIN ON
JANUARY 20, 1997.

STARTING DATE NEGOTIABLE.

Inquiries, nominations and applications
should be sent to:

Dr. Eddie Carol Smith, Chair
Arts & Sciences Dean Search Committee
313 Buchanan Hall
The University of Oklahoma
Norman, Oklahoma 73019
Facsimile: 405-325-5346
e-mail: ecsmith@ou.edu

Applications should include a letter of interest which provides information about the candidate's qualifications, a statement of a vision for the College, a curriculum vitae and names, positions and phone numbers of at least three but not more than five references. Nominations may be sent by facsimile or e-mail.

The University of Oklahoma is an Equal Opportunity, Affirmative Action employer and is responsive to the needs of dual career couples.

■ HUMBOLDT STATE UNIVERSITY ■

DEAN FOR RESEARCH AND GRADUATE STUDIES

Humboldt State University invites nominations and applications for the position of Dean for Research and Graduate Studies. The preferred starting date is August 1, 1997.

Position: Reporting to the Provost and Vice President for Academic Affairs, the Dean is responsible for the academic and administrative leadership of the University's graduate program and has responsibility for facilitating ongoing academic research, as well as expanding research funding opportunities for the faculty.

The incumbent works with the college deans and faculty to assist in curricular and resource review of graduate programs; coordinates the development and design of new programs; identifies graduate program growth, and advocates for the role and contributions of Graduate Studies within the mission and goals of the University. The Dean works closely with the Graduate Council which serves as the liaison for Graduate Studies to the CSU Chancellor's Office. Responsibility for facilitating ongoing academic research and expanding research funding opportunities for the faculty includes identifying appropriate funding sources to assist faculty research and creative activities, which include the development of new knowledge and concepts, creative expression of various kinds, the development and testing of new teaching methodology and techniques, and the incorporation of new information and concepts in the curricula. In collaboration with the Faculty Development Committee, the Dean provides support for the role and responsibilities of the Faculty Development Coordinator. Institutional research activities, with specific attention to program quality, student learning, and the collection and evaluation of other academic program indices, will be coordinated by the Dean in collaboration with other areas and offices in the University. Other duties may be assigned and required by the Provost as academic circumstances warrant.

Minimum Qualifications: The successful candidate shall possess: 1) an earned doctorate from an accredited university in an appropriate field; 2) the qualifications suitable for tenure in one of the departments of the university; 3) a demonstrated record of teaching excellence and recognized scholarly research or creative activity; 4) outstanding communication skills and proven leadership ability in a university setting (e.g., department and/or program chair, dean, etc.); 5) a record of grantsmanship and/or ample knowledge in obtaining grants and/or funding for projects/programs.

Institution: Humboldt State University, located in the rural redwood forest region of the California coast range, 275 miles north of San Francisco, is the northernmost of the twenty-two campuses of the California State University system. A faculty of 400, represented under a collective bargaining agreement, works with approximately 7,800 students. HSU offers the Master of Arts, Master of Science, Master of Business Administration, and Master of Fine Arts in 10 majors. During 1995-96, HSU faculty and staff received 165 grants and contracts totaling over $5.7 million. Humboldt State University is committed to valuing and respecting diversity in all its dimensions, and endeavors to employ faculty and staff of the highest quality reflecting the ethnic and cultural diversity of the State.

Compensation: Position is covered by the California State University Management Personnel Plan, with an excellent benefits package. Under this plan, incumbents are subject to normal management reviews and serve at the pleasure of the University President. Salary is competitive and negotiable.

Application Procedure: Please submit a letter of application, a curriculum vitae, information on abilities and achievements related to this position and its qualifications, and the names and telephone numbers of three persons capable of evaluating performance related to this position. Applicants are invited to submit one or two samples of work related to this position. Send all materials to:

Chair, Search Committee for Dean for Research & Graduate Studies
c/o Personnel Office
Humboldt State University
Arcata, CA 95521-8299
Phone: (707) 826-3626
FAX: (707) 826-3625

Application Deadline: All application materials must be postmarked or received by **Monday, February 3, 1997.**

Humboldt State University is an Equal Opportunity/Affirmative Action /Title IX Employer. Applications from and nominations of qualified women, minority candidates, Vietnam veterans and disabled persons are particularly encouraged. Humboldt State University hires only individuals authorized to work in the United States.

SANTA MONICA COLLEGE

ASSOCIATE DEAN, BUSINESS AND INDUSTRY PROGRAM DEVELOPMENT

$79,014 - $84,584

The **Associate Dean, Business and Industry Program Development** will assist in the direction of the college's job and training programs. Must possess a master's degree; experience with school to work programs, apprenticeship, on-site contract education and occupational training programs; distance learning, industry contract negotiations and grant preparation.

For a district application, complete job description and filing deadline, please call (310) 452-9336 (24 hr. employment information), or write to the

Office of Academic Personnel
Santa Monica Community College District
1900 Pico Blvd.
Santa Monica, CA 90405

AA/EOE

DEAN

COLLEGE OF BUSINESS ADMINISTRATION

FLORIDA INTERNATIONAL UNIVERSITY

Florida International University (FIU) invites nominations and applications for the position of Dean of the College of Business Administration (CBA). The Dean is the chief academic, fiscal, and administrative officer for the College.

FIU has become a major international center of learning, with an emphasis on creating mutual understanding among the Americas. The South Florida community, with its spectrum of ethnic groups, languages, and cultures, is a living laboratory wherein faculty and students learn ways to promote mutual development and respect among different peoples.

FIU and the CBA's commitment to quality research and teaching has resulted in exponential growth over its 25 year history to a current University enrollment nearing 30,000. The College boasts a faculty of 107 with commitments for a significant number of endowed chairs. There are several internationally recognized scholars. It continues to emphasize a strong interaction between its diverse student body and the faculty and to excellence at the undergraduate, masters and doctoral levels of education.

The Dean must be tenurable and eligible for academic appointment at the level of full professor in the CBA.

Applications and nominations must be postmarked by January 2, 1997. Interested parties are encouraged to respond promptly to:

Dr. Felix Pomeranz, CPA
Co-Chair, Dean's Search Committee
Florida International University
University Park, BA 352B
Miami, Florida 33199
Fax: (305) 348-3278

Florida International University is an Equal Opportunity Affirmative Action, Equal Access Employer.

DEAN OF THE COLLEGE AND GRADUATE SCHOOL OF ARTS AND SCIENCES

UNIVERSITY OF VIRGINIA

Applications and nominations are invited for the position of Dean of the College and Graduate School of Arts and Sciences at the University of Virginia. The appointment will be effective on or before July 1, 1997.

THE UNIVERSITY OF VIRGINIA: Founded by Thomas Jefferson in 1819, the University of Virginia is located in Charlottesville, VA, 115 miles southwest of Washington, D.C. The College and Graduate School of Arts and Sciences includes 25 academic departments and divisions, 15 interdisciplinary fields, and 13 academic centers. Its 681 faculty members are committed to the highest standards of teaching and scholarship. Total enrollment in 1995-96 includes 8,900 undergraduate students and 2,200 graduate students. For more information about the University of Virginia, visit our web site: http://www.virginia.edu.

DUTIES: The Dean reports to the Vice President and Provost of the University. We seek someone who can provide innovative academic leadership for the College and Graduate Schools in fulfilling their teaching and research missions; oversee the curricula; lead the College and Graduate Schools in developing and expanding private resources; further our commitment to a diverse faculty while ensuring the quality of the faculty through recruiting, promoting, and retaining superior scholars; oversee budgets and allocate resources; and provide a compelling voice for Arts and Sciences within the University community.

QUALIFICATIONS: Candidates should possess a record of excellence in scholarship and credentials sufficient to qualify for appointment as a tenured professor in an Arts and Sciences department; experience in working openly fairly, and effectively with students, faculty, staff, alumni and alumnae; experience in leadership either in an academic setting or a comparable environment; a commitment to promoting gender, racial, and ethnic equity; flexibility to accomplish the diverse tasks required; a capacity and willingness to represent the diverse disciplines and fields within Arts and Sciences; an understanding of and capability for resource development, in particular an ability to continue and enhance development in the context of the ongoing capital campaign at the University.

SALARY: Compensation is competitive and commensurate with qualifications and experience.

APPLICATIONS/NOMINATIONS: Applications and nominations will be reviewed beginning December 20, 1996 and continue until the position is filled. The University of Virginia is an Affirmative Action/Equal Opportunity Employer which does not discriminate in any of its programs, procedures, or practices against any person on the basis of age, citizenship, color, handicap, national origin, political affiliation, race, religion, sex, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era. Applications should include a letter of application that outlines the candidate's qualifications for carrying out the duties of this position, an updated resume or curriculum vitae, and the names of five references with current addresses, phone and FAX numbers, and e-mail addresses. Submit three copies of each to:

Dr. George Hornberger, Chair
Dean's Search Committee
c/o Heidrick & Struggles
ATTN: Dr. Jan Greenwood
1301 K Street N.W., Suite 500 East
Washington, D.C. 20005

AGNES
SCOTT
COLLEGE

WOMEN AND SCIENCE POSITION

The science departments and the program of women's studies at Agnes Scott College invite applications for a visiting professorship during 1997-98 in women and science. Responsibilities include teaching one undergraduate course each semester, leading a faculty/course development seminar, and participating in planning for an Atlanta Science Center for Women. Rank is open, but minimal requirements are a Ph.D. in a science and five years' teaching experience. Salary commensurate with rank and qualifications. Faculty on sabbatical may find this a desirable opportunity.

To ensure full consideration, applications should be received by January 13, 1997. Send letter of application describing teaching interests and scholarly plans; CV; and names, addresses and phone numbers of three professional references to: **Dr. Gail Cabisius, Agnes Scott College, Box 736, 141 East College Avenue, Decatur, Georgia 30030-3797.** Agnes Scott College is a Presbyterian-affiliated, liberal arts college for women located in metropolitan Atlanta, Georgia. Agnes Scott has a strong commitment to diversity and urges members of underrepresented groups to apply.

Visit our home page: http://www.AgnesScott.edu.
An Equal Opportunity Employer.

Texas A&M University

SCIENCE JOURNALISM

Three tenure-rack faculty positions in journalism at Texas A&M University.

Emphasis: science and technology journalism

Ph.D. or equivalent in mass communication or related field expected; teaching experience and record of relevant scholarship preferred; professional experience in print or electronic journalism desired. Pursue high-caliber research program related to communication science and technology; teach in specialized M.S. program in this area and in undergraduate journalism program; perform service.

One position is for an agricultural journalism specialist; research specialties for the other positions are open but may include environmental journalism, risk/health communication, social construction of science news, science communication and public opinion, and study of media coverage of a scientific or technical discipline.

Starting date negotiable. Review of applications begins December 1, 1996, and continues until positions filled. We anticipate hiring at the assistant professor level.

Send letter, curriculum vitae, names/addresses of three references to

Dr. Barbara Gastel, Chair, Search Committee
Department of Journalism
Texas A&M University
College Station, Texas 77843-4111

phone (409) 845-6887; e-mail b-gastel@tamu.edu.

Texas A&M University is an equal opportunity/affirmative action employer.

BROWN UNIVERSITY

Center for Old World Archaeology and Art

Postdoctoral Fellowship in Archaeology

(Classical, Near Eastern
or Related Prehistory)

The Center for Old World Archaeology and Art at Brown University is offering a two-year postdoctoral fellowship (July 1, 1997-June 30, 1999) which will permit a junior scholar to engage in research. The fellowship holder will be required to be in residence during the University's academic year and expected to play an active role in the life of the Center including possible participation in colloquia, course meetings and seminars. The applicant must have the Ph.D. or certification of completion in hand at time of application and should submit a CV, a detailed plan of research and copies of his/her relevant publications. Three letters of recommendation should be solicited and sent directly to the **Postdoctoral Fellowship Search Committee, Center for Old World Archaeology and Art, Box 1837, Brown University, Providence, RI 02912**. Applications must be postmarked by January 20, 1997. Brown is an AA/EEO Employer.

KARMANOS CANCER INSTITUTE

FACULTY POSITION

HUMAN GENETICIST/ GENETIC EPIDEMIOLOGIST

The Karmanos Cancer Institute, in the School of Medicine at Wayne State University, invites applications for the tenure tenure/track position of human geneticist/genetic epidemiologist at the level of Assistant/Associate or Full Professor. The primary appointment for this position will be in the Cancer Control, Epidemiology and Environmental Carcinogenesis Program within the Karmanos Cancer Institute. Applicants must have an M.D. and/or a Ph.D. degree or equivalent. Primary criteria for appointment will include an active research program in human genetics and epidemiology, a strong history of publications in peer-reviewed journals, demonstrated management leadership and initiative in successful grant applications and evidence of successful teaching at the graduate level.

The candidate will be expected to collaborate with other investigators in the expansion of the Cancer Control, Epidemiology and Environmental Carcinogenesis Program. The Karmanos Cancer Institute, and NCI Comprehensive Cancer Center, provides outstanding collaborative opportunities with clinical, basic, and public health scientists. In addition, the Karmanos Cancer Institute houses an NCI SEER registry. The academic and community environment of southeast Michigan is one of cultural diversity, and we encourage applications from all qualified female and minority faculty.

Letters of application accompanied by a curriculum vitae, statement of research interests, and the names of three references should be sent to **Dr. Raymond F. Novak, Cancer Control: Epidemiology and Environmental Carcinogenesis, Karmanos Cancer Institute, 110 E. Warren Ave., Detroit, MI 48201.**

Wayne State School of Medicine, the country's largest single campus medical school, is an equal opportunity/affirmative action employer.

**Southern Connecticut
State University**

SC
SU

Assistant Professor

Southern Connecticut State University invites applications for a tenure-track position at the Assistant Professor level in Accounting beginning Fall 1997. A Ph.D. or DBA in Accounting is required (but ABD's near completion will be considered). In addition to the foregoing qualifications, a CPA, CIA, CMA or other professional certification and professional public accounting experience with a recognized firm are highly desirable. Salary and rank are competitive and dependent upon qualifications and prior experience. Position subject to availability of funding. Candidates should submit their resumes along with three letters of recommendation by March 1, 1997 to: **Dr. Robert Kirsch, Chair of the Search Committee, Accounting Department, SCSU, 501 Crescent Street, New Haven, CT 06515.**

SCSU is an Affirmative Action/Equal Opportunity Employer and strongly encourages minorities and women to apply.

FOOTHILL COLLEGE DEAN, LANGUAGE ARTS

Foothill College, located 40 miles South of San Francisco and in the heart of Silicon Valley, is now accepting applications for the Dean, Language Arts. The position is responsible for the vision and leadership in the areas of curriculum quality, personnel management, and financial accountability. The divion includes English, English as a Second Language, Foreign Languages. Master's degree or equivalent required.

Application materials may be obtained from:

Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, California 94022
(415) 949-6217 or
E-Mail: cms6438@mercury.fhda.edu

A resume or vita may not be substituted for a completed application. Job #97042. Review Date 1/17/97.

AA/EOE

The Department of Dairy Science,
University of Wisconsin-Madison,

invites applications for a

Dairy Systems Management Specialist

This tenure-track position, at the Assistant Professor level, carries a 60% extension, 40% instruction appointment. Qualifications include a Ph.D. in dairy science, animal science, agricultural economics, or related discipline; knowledge of dairy cattle and dairy production systems; familiarity with systems modeling; superb communication and problem solving skills; ability to teach undergraduate and industry audiences.

Applications will be accepted until February 17, 1997. Send a resume, transcripts of all university work, and the names, addresses, and telephone numbers of four references to: **Dr. Terry R. Smith, c/o Carol Hillmer, Department of Dairy Science, University of Wisconsin-Madison, 1675 Observatory Drive, Madison, WI 53706-1284.** Telephone inquiries may be directed to (608) 265-8509 (fax: 608/263-9412; email: TRSMITH2@FACSTAFF.WISC.EDU)

EEO/AA Employer.

BEST COPY AVAILABLE

MARIETTA
COLLEGE

FACULTY POSITIONS AVAILABLE

HISTORY: Tenure-track position in history with appointment to begin August 1997. Primary area of expertise in non-western history. Also introductory courses in American and European history. Opportunities exist for teaching in the McDonough Center for Leadership and Business and in the College's First Year Seminar program. Course load is four courses (12 credit hours) per semester and duties include academic advising. Teaching experience and Ph.D. required.

POLITICAL SCIENCE: Anticipated one-year replacement position in International Relations with possible renewal. Course load is four courses (12 credit hours) per semester. Teaching experience and Ph.D. required.

Marietta College is an independent, selective, coeducational, residential liberal arts college of 1300 students located in the historic river city of Marietta, Ohio. The city of 15,000 is part of a larger metro area of 150,000 about two hours from Columbus and Pittsburgh. Marietta was founded In 1788, the first organized settlement of the Northwest Territory. The College traces its roots to 1797, was formally chartered in 1835, and awarded a chapter of Phi Beta Kappa in 1860, only the 16th institution in the nation so honored. Today, Marietta College is recognized annually by **U.S. News** as one of the top regional liberal arts colleges in the midwest while the community is regularly cited for its high quality of life and reasonable cost of living.

Send cover letter and vita only to: **Dr. Barbara J. MacHaffie, Department of History, Political Science and Religion, Marietta College, Marietta, OH 45750.** Deadline for application is January 15, 1997.

Marietta College is an equal opportunity employer which values diversity. Women, minorities and persons with disabilities are encouraged to apply.

ST.LAWRENCE UNIVERSITY

St. Lawrence University invites applications for the following one-year appointments in the Department of Government, beginning Fall 1997:

American Politics: Subfields are open, but the department has a particular interest in the following areas: African-American or ethnic politics; public policy or urban politics. Teaching load is three courses per semester, and will include one or two sections of an Introduction to American Politics. Candidates who are ABD will be considered, but Ph.D. is preferred. Salary is competitive. Priority will be given to applications received by February 15, 1997. St. Lawrence seeks to recruit faculty who can contribute to a multicultural curriculum and a diverse faculty. We strongly encourage candidates who have these strengths to apply. Candidates should send a letter of application, a curriculum vita, references, graduate school transcript, teaching evaluations (if available) to: *American Politics Search Committee, Department of Government, St. Lawrence University, Canton, NY 13617.*

Gender Studies and American Politics: Candidates who are ABD will be considered, but Ph.D. is preferred. The successful candidate will be expected to teach American Politics; an interdisciplinary introductory course, "Gender and Society"; and elective courses, at least one of which should be cross-listed with the Gender Studies Program. Please send letter of application, curriculum vita, teaching evaluations and a writing sample to: *Gender Studies/American Politics Search Committee, The Department of Government, St. Lawrence University, Candton, NY 13617.* Preference will be given to applications received by February 15, 1997.

St. Lawrence University is an Affirmative Action/Equal Employment Opportunity employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply. SLU's homepage is at http://www.stlawu.edu.

UNIVERSITY OF CALIFORNIA AT BERKELEY
COLLEGE OF NATURAL RESOURCES, DEPARTMENT OF AGRICULTURAL AND RESOURCE ECONOMICS AND POLICY, COOPERATIVE EXTENSION
COOPERATIVE EXTENSION SPECIALIST
ECONOMICS OF AGRICULTURE, RESOURCES AND THE ENVIRONMENT

The Department of Agricultural and Resource Economics and Policy, University of California, Berkeley, is recruiting to fill a Cooperative Extension Specialist position in resource economics. The appointee is expected to develop a research-based extension education program and a supporting applied research program addressing environmental and resource policy problems, primarily those related to pest and water management in California agriculture.

A Ph.D. in agricultural economics or economics and demonstrated knowledge of environmental and natural resource economics, welfare, law and policy economics, and agricultural sector problems are required. Ability and experience in the use of quantitative methods to conduct and manage policy analysis is expected. Experience in developing and managing extension education programs is highly desirable. The candidate must have excellent written and oral communication skills appropriate not only to collaborate with campus-based faculty and county-based academic staff but also to work effectively with public agency officials, agricultural industry and environmental group leaders, and other non-academic clientele. Candidates with demonstrated professional, academic, or extension experience are encouraged to apply. Applicants are requested to submit a curriculum vitae, a written statement of plans for developing a research and extension program in the area of responsibility, and the names and addresses of three references. After an initial review of applications, selected candidates will be invited to interview with the position search committee and present an open seminar.

Please send applications to: Dr. David Zilberman, Chair, Department of Agricultural and Resource Economics, 207 Giannini Hall, University of California, Berkeley, CA 94720-3310. The closing date for applications is January 31, 1997.

THE UNIVERSITY OF CALIFORNIA IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

WESTERN MICHIGAN UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
FACULTY POSITIONS

Western Michigan University seeks applications for a wide variety of faculty positions in the College of Arts and Sciences for Fall 1997, pending budgetary approval. Individual advertisements have been scheduled to appear in relevant professional journals.

ANTHROPOLOGY: Tenure-track assistant professor positions: 1) Biological anthropology with research interests in the intersection of social issues and growth, development, and/or nutrition in living populations; 2) Sociocultural anthropology at the assistant professor or associate professor level with focus on one or more of the following areas as they relate to the environment: tourism, social movements, indigenous rights, or development. Contact Robert Sundick, Chair, (616) 387-3967, INTERNET robert.sundick@wmich.edu

BLACK AMERICANA STUDIES: Tenure-track assistant professor in Black Americana Studies with an expertise in at least one arts and sciences discipline: anthropology, English, geography, history, political science and sociology are especially desirable. Preference will be given to candidates with specialties in one or more of the following areas: 1) the diasporan African experience with an emphasis on the Caribbean area, 2) the diasporan African woman experience; 3) the diasporan African family development and existence, and 4) diasporan African cultural/artistic endeavors. The Black Americana Studies area offers a coordinate major. Contact Earl M. Washington, Director, (616) 387-2664, INTERNET earl.washington@wmich.edu

CHEMISTRY: Tenured chair position to guide the department through the continuing process of starting a Ph.D. program, shape the future direction of the department through the hiring of additional faculty positions and set an example of research and scholarly activity for junior faculty. Contact Michael McCarville, Chair, (616) 387-2923; INTERNET michael.mccarville@wmich.edu

CHINESE: Tenure-track assistant professor or associate professor in Chinese with research interests in applied linguistics, language acquisition, language pedagogy or related fields. Native or near-native fluency essential as well as a genuine commitment and ability to teach language. If filled at the associate professor level, the position will also entail some administrative responsibilities. Contact James Petersen, Associate Dean, College of Arts and Sciences, (616) 387-4356, INTERNET james.petersen@wmich.edu

COMMUNICATION: Tenure-track assistant professor position in one or more of the following areas: 1) Media management with preferred areas of teaching and research in electronic media programming, sales, audience measurement and analysis, telecommunications management, and media theory; 2) organizational/interpersonal comunication and diversity with preferred areas of teaching and research in organizational diversity (inter-ethnic, intercultural, gender) and intercultural communication; training in research methodology required; 3) organizational communication and research methodology with preferred areas of teaching and research in qualitative and quantitative research methodology, power and leadership, organizational culture, small group communication, and conflict management. Contact James Gilchrist, Chair (616) 387-3144, INTERNET james.gilchrist@wmich.edu

COMPUTER SCIENCE: Two tenure-track assistant professor or associate professor level positions. Individuals with research interests in one or more of the areas of computer architecture, operating systems and compilers are especially encouraged to apply, although applicants from all research areas will be considered. Contact J. Donald Nelson, Chair, (616) 387-5649; INTERNET j.donald.nelson@wmich.edu

ENGLISH: Tenure-track assistant professor position in one or more of the following areas: 1) English education with specialization in elementary language arts or literacy education and ability to teach psycholinguistics of reading as well as other language arts courses required; 2) American minority literature(s) with specialization in African American or Native American literature preferred; 3) Nineteenth-century British poetry with specialization in major figure(s) required and preference for graduate concentration in both Romantic and Victorian; 4) Creative writing (assistant/associate professor level) with specialization in creative non-fiction and a secondary specialization in fiction. M.F.A. or Ph.D. in English, publication, and other forms of significant recognition in creative non-fiction required. Contact Shirley Clay Scott, Chair, (616) 387-2571; INTERNET shirley.scott@wmich.edu

ENVIRONMENTAL STUDIES: Tenure-track assistant professor of environmental studies which requires a doctorate in a program/area that emphasizes one of three, broadly interdisciplinary foci--environmental studies, ecological design or environmental education, or a terminal degree in an allied discipline together with professional experience in one of these three areas. Contact Larry Oppliger, Chair, (616) 387-5407, INTERNET larry.oppliger@wmich.edu

FRENCH: Tenure-track assistant professor position in French with native or near-native fluency and preference for research specialization in one or more of the following areas: francophone literature and culture, French civilization, French 17th, 18th or 19th century literature. Contact Robert Felkel, Interim Chair, (616) 387-3003, INTERNET robert.felkel@wmich.edu

GEOGRAPHY: Tenure-track assistant professor position in one or more of the following areas: 1) Cultural geography with expertise in economic development and/or regional planning and preference for interest in the geography of Mexico and the Caribbean; 2) Regional planning with expertise in demographic analysis and the capabilities to apply Geographic Information Systems to these areas and preference for interest in the geography of North America, Middle East and North Africa, and East Asia; 3) International development with expertise in environmental analysis and the capabilities to apply Geographic Information Systems to these areas and preference for interest in the geography of Middle America, Africa and Asia.* One one-year term assistant professor position for the period of Winter 1997 and Fall 1997 requiring expertise in environmental impact assessment and regional planning, and preference for interest in teaching introductory level courses in world ecological problems, conservation and resource management, and a regional course on the United States and Canada. Contact Eldor Quandt, Chair, (616) 387-3414, INTERNET eldor.quandt@wmich.edu

GEOLOGY: Tenure-track assistant professor in hydrogeology, preferably with experience in remediation and expertise in wetlands hydrogeology, organic biochemistry, bioremediation, and the application of Geographic Information Systems to hydrogeology. Development of a vigorous, funded research program, publishing in refereed journals, and teaching hydrogeology and introductory geology required. Contact Alan Kehew, Chair, (616) 387-5487, INTERNET alan.kehew@wmich.edu

HISTORY: Tenure-track assistant professor or associate professor level position in one or more of the following areas: 1) American Indian history with research agenda in early historical period through mid-nineteenth century, strong preference for comparative or crossnational research linking United States/Canada or United States/Mexico/New Spain with emphasis on cultural, social or economic history. Desirable methodologies/specialties include ethnohistory, American Indian languages/linguistics and material culture; 2) Chinese history with research and teaching specializations in the late 18th to early 20th century, and secondary field in a geographically adjacent region such as Japan, Southeast Asia, Central or South Asia;* 3) Early modern European history with a research agenda of 14th - 18th century and preferred specialties/methodologies to include cultural, social or economic history, quantitative, cultural anthropology/archaeology, material culture, cross-cultural or interdisciplinary studies. Contact Ronald Davis, Chair, (616) 387-4649, INTERNET ronald.davis@wmich.edu

JAPANESE: Tenure-track assistant professor or associate professor level position in Japanese with native or near-native fluency as well as a genuine commitment and ability to teach language, with research interests in applied linguistics, language acquisition, language pedagogy or related fields. College teaching experience and evidence of scholarship desirable. If filled at the associate professor level, the position will also entail some administrative responsibilities. Contact James Petersen, Associate Dean, College of Arts and Sciences, (616) 387-4356, INTERNET james.petersen@wmich.edu

JOURNALISM: Tenure-track assistant professor of print journalism. Ph.D. in print journalism or print journalism and mass communications required. Credit for experience possible. Contact Shirley Clay Scott, Chair, (616) 387-2571, INTERNET shirley.scott@wmich.edu

MATHEMATICS: Tenure-track positions: 1) Assistant professor position in partial differential equations with excellent teaching ability and a strong commitment to research required; 2) Assistant professor or associate professor position in combinatorics/graph theory with excellent teaching ability and a strong commitment to research required, and preference given to those with specialties that complement and broaden the department's expertise, such as algebraic combinatorics, combinatorial algorithms, coding theory, or combinatorial designs. Applicants at the associate professor level must have an established research record. Contact John Petro, Chair, (616) 387-4551, INTERNET john.petro@wmich.edu

MEDIEVAL INSTITUTE: Full-time, twelve-month, one-year, renewable Post Doctoral Fellowship in Medieval Institute to conduct research into the general area of computers and Medieval Studies. Current and developing projects at the institute are the digitization of medieval manuscripts, online publication, and computer-assisted instruction. Candidate must be able to propose his or her own projects and to assist the M.A. in Medieval Studies program with light teaching. Contact Paul Szarmach, Director, (616) 387-8751, INTERNET paul.szarmach@wmich.edu

PHILOSOPHY: Tenure-track assistant professor or associate professor level position in philosophy with an area of specialization in ethics and demonstrated potential for strength in teaching, research and publication required. Only candidates with multiple years of experience and truly outstanding teaching and publication credentials will be considered for appointment at the associate professor level. Contact Kent Baldner, Chair, (616) 387-4402, INTERNET kent.baldner@wmich.edu

PHYSICS: Tenure-track assistant professor of astronomy with both theoretical and observational experience, and research program which involves observation of stellar or interstellar atomic spectra so as to add to the departmental program in atomic physics. Contact Robert Shamu, Chair, (616) 387-4947, INTERNET robert.shamu@wmich.edu

POLITICAL SCIENCE: Two tenure-track assistant professor or associate professor level positions: 1) Public law/judicial politics with demonstrated potential for teaching, scholarship and publication, and experience with computers and the INTERNET. Preference will be given to candidates with strong civil rights, methodological and/or quantitative skills and familiarity with legal data bases; 2) Japanese politics with expertise in the political economy of Japan with fluency in the language native to the area of study and demonstrated potential for teaching, scholarship and publication, and experience with computers and the INTERNET* OR Latin American politics with expertise in democratization, political development, and/or sustainable development and fluency in the language native to the area of study and demonstrated potential for teaching, scholarship and publication, and experience with computers and the INTERNET.* Contact David Houghton, Interim Chair, (616) 387-5684, INTERNET david.houghton@wmich.edu

PSYCHOLOGY: Tenure-track assistant professor positions: 1) Industrial/organizational psychology with research interests in performance management, consultation or systems analysis preferred; 2) Child clinical psychology with Ph.D. in psychology and graduation from an APA accredited program and completion of an APA approved internship required, and research interests in child/adolescent populations preferred; 3) Applied behavioral analysis (assistant or associate professor level) with research interests in developmental disabilities preferred. Contact Howard Farris, Chair, (616) 387-8350, INTERNET howard.farris@wmich.edu

PUBLIC ADMINISTRATION: 1) Tenure-track assistant professor position in health care administration/organizational theory with demonstrated potential for teaching, research and publication required. Successful candidate will teach courses in health care administration, planning and evaluation, participate in a new health care administration concentration and graduate certificate program, and serve on dissertation committees. 2) Tenured director of the School of Public Affairs and Administration at the associate professor or full professor level to administer the School's doctoral program in public administration (DPA), its MPA, and its certificate program in health care administration (and soon nonprofit administration as well). Director will manage the unit, including a significant amount of off-campus programming, and represent the School in its relations with external stakeholders. Strong publication record and experience teaching in graduate-level masters and doctoral programs in public administration required. Contact Peter Kobrak, Interim Director, (616) 387-8945, INTERNET peter.kobrak@wmich.edu

SCIENCE EDUCATION: Tenure-track position in science education at the assistant or associate professor level with demonstrated expertise in at least two of the three areas of science disciplines, cognitive science, and the history and philosophy of science toward our aim of undertaking research in the teaching and learning of science. Candidates for associate professor level position must have an established research program in science education with a record of at least five years of published research, substantial experience supervising graduate students, and success obtaining external funding. Contact Larry Oppliger, Chair, (616) 387-5407; INTERNET larry.oppliger@wmich.edu

STATISTICS: Tenure-track assistant professor of statistics with excellent teaching ability and a strong commitment to research required. Contact John Petro, Chair, (616) 387-4551, INTERNET john.petro@wmich.edu

All positions require an appropriate Ph.D. degree except as noted above. Evidence of strong teaching skills and research potential is expected.

***Candidates for positions marked * should be fluently proficient in the language of specialization and have lived, worked or studied in the region for a substantial length of time.**

Western Michigan University, a Carnegie Classification Doctoral I Institution and equal opportunity employer, has an affirmative action program which encourages applications from underrepresented groups. Send letter of application, vita, statement of research plans, academic transcripts and three letters of reference to the chair/director of the appropriate department, College of Arts and Sciences, Western Michigan University, Kalamazoo, MI 49008. Chairs/directors may be contacted at the telephone or email addresses listed above. For information about Western Michigan University see http://www.wmich.edu. Review of applications will begin December 15, 1996, and applications will be accepted until the positions are filled.

BEST COPY AVAILABLE

UNIVERSITY OF SOUTH CAROLINA

WOMEN'S STUDIES PROGRAM GRADUATE DIRECTOR

The Women's Studies Program at the University of South Carolina invites applications for the position of Graduate Director. The position is at the associate or full professor rank and will begin Fall 1997. Although discipline and specialty areas are open, preference will be given to candidates whose work emphasizes interrelationships among race, class, and gender. The Graduate Director reports to the Director and is responsible for providing leadership and coordinating the interdisciplinary teaching, research and service missions of the graduate component of the Women' Studies Program. Qualifications must include a record of achievement, including an earned doctorate, commensurate with a tenured appointment in an appropriate discipline. For further information about our program visit our home page at: http://www.cla.sc.edu/WOST.

We will begin screening applications on January 15, 1997. Send vita, three letters of reference and a statement of interest to: **Lynn Weber, Director, Women's Studies Program, 1710 College Street, University of South Carolina, Columbia, SC 29208.** Phone: (803) 777-4007; FAX (803) 777-9114.

The University of South Carolina is an Equal Opportunity/Affirmative Action Educator and Employer and specifically invites and encourages applications from women and minorities.

Mankato
STATE UNIVERSITY

Faculty Openings for 1997-98 Academic Year

College of Arts and Humanities

ENGLISH: Two positions available: (1) Assistant Professor, TESL/TEFL; (2) Assistant Professor, Creative Writing (Fiction). Positions begin September 11, 1997, full-time, tenure-track. Application deadline January 7, 1997 for TESL/TEFL; February 1, 1997 for Creative Writing. Send application letter and curriculum vitae to John Banschbach, Search Committee Chair, MSU 53, P.O. Box 8400. Phone (507) 389-2117. Fax (507) 389-5362. TTY 800-627-3529. e-mail: banschb@vax1.mankato.msus.edu

College of Business

ACCOUNTING: Assistant Professor, full-time, tenure-track, position begins September 1997. Review of applications will continue until position is filled. Interested individuals should contact Bruce Smith, Chairperson, Department of Accounting, MSU 14, P.O. Box 8400, Mankato, MN 56002-8400. Phone (507) 389-2965, fax (507) 389-5497, TTY 800-627-3529, e-mail: [illegible]@vax1.mankato.msus.edu

FINANCE, INSURANCE AND REAL ESTATE: Assistant/Associate Professor, full-time, tenure-track, position begins September 1997. Applications must be postmarked by December 31, 1996. Send letter of application, vita, and written references from three individuals to: Dr. Henry M. Okleshen, Chairperson and Professor, Department of Finance, Insurance and Real Estate, MSU 14, P.O. Box 8400, Mankato, MN 56002-8400. Phone (507) 389-1319, fax (507) 389-5497, TTY 800-627-3529, e-mail: oke@vax1.mankato.msus.edu

College of Education

COUNSELING & STUDENT PERSONNEL: Two positions: (1) Assistant Professor, Elementary School Counseling; (2) Assistant Professor, College Student Affairs. Full-time, tenure-track, positions begin September 11, 1997. Applications must be postmarked by February 14, 1997. Send letter of interest, resume, graduate transcripts and names/addresses/telephone numbers of three references to: Dr. Gerald R. Bodelson, Chair, Department of Counseling and Student Personnel, MSU 52, P.O. Box 8400, Mankato, MN 56002-8400. Phone (507) 389-2423, Fax (507) 389-5854, TTY 800-627-3529.

CURRICULUM & INSTRUCTION: Three positions available: (1) Assistant/Associate Professor, Elementary Education; (2) Assistant Professor, Middle School/Secondary Education; (3) Assistant Professor, Secondary Education. Full-time, tenure-track, positions begin September 11, 1997. Review of applications will begin February 1, 1997, and will continue until positions are filled. Send cover letter with name, address (including e-mail) and phone number, vita, transcripts, and names/phone numbers of three references to Elizabeth Borchardt, Chair, Department of Curriculum and Instruction, MSU 52, P.O. Box 8400, Mankato, MN 56002-8400. Phone (507) 389-1516, Fax (507) 389-5854, TTY 800-627-3529.

SPECIAL EDUCATION: Assistant Professor, Learning Disabilities, full-time, tenure-track, position begins September 11, 1997. Applications must be postmarked by February 14, 1997. Submit letter of application, curriculum vita, transcripts, and names/addresses/phone numbers of three references to Dr. Raphael M. Kudela, Chair, Department of Special Education, MSU 52, P.O. Box 8400, Mankato, MN 56002-8400. Phone (507) 389-5650, Fax (507) [illegible], TTY 800-627-3529, e-mail: ralph_kudela@msl.mankato.msus.edu

College of Science, Engineering & Technology

BIOLOGY: Assistant Professor, Human or Mammalian Physiologist, full-time, tenure-track, position begins September 11, 1997. Application deadline is January 15, 1997, or until filled. Send letter of application, resume, academic transcripts, statement of teaching and research interest, and name/telephone numbers of three professional references to: Dr. Bill Bessler, Chair, Department of Biological Sciences, MSU 34, P.O. Box 8400, Mankato, MN 56002-8400. Phone (507) 389-2721, Fax (507) 389-2788, TTY 800-627-3529, e-mail: bill_bessler@msl.mankato.msus.edu

College of Social & Behavioral Sciences

LAW ENFORCEMENT: Assistant professor, full-time, tenure-track, position begins September 1997. Application deadline: January 3, 1997. Send statement of interest, curriculum vitae with names and telephone numbers of references, three letters of reference, graduate transcripts and, if available, teaching evaluations and/or examples of research to Dr. Joseph A. Kunkel, Political Science and Law Enforcement, MSU 7, P.O. Box 8400, Mankato, MN 56002-8400. Phone (507) 389-2721, Fax (507) 389-5569, TTY 800-627-3529, e-mail: joe_kunkel@msl.mankato.msus.edu

URBAN AND REGIONAL STUDIES: Assistant professor, full-time, tenure-track in local government management, position begins September 1997. Application deadline: January 3, 1997. Send a letter, curriculum vitae, names and telephone numbers of three references, transcripts, and a statement of teaching philosophy to Dr. Robert Barrett, Urban and Regional Studies Institute, MSU 25, P.O. Box 8400, Mankato, MN 56002-8400. Phone (507) 389-1714, Fax (507) 389-6377, TDD (507) 389-2986, http://www.mankato.msus.edu/dept/ursi/

SOCIAL WORK: Assistant Professor, full-time, tenure-track in CSWE-accredited undergraduate program, position begins September 1997. Review will begin February [illegible], 1997 and continue until finalist chosen. Submit letter, resume, and names, addresses, and phone numbers of three references to Dr. William A. Anderson, Department of Social Work, MSU 185, P.O. Box 8400, Mankato, MN 56002-8400. Phone (507) 389-6504, Fax (507) 389-5569, TDD (507) 389-2986, e-mail: bill_anderson@msl.mankato.msus.edu

Mankato State University is an affirmative action, equal opportunity employer and educator.

Update on Legal Trends in Sexual Harassment

Cynthia J. Haston, an employment consultant from Danville CA, and former assistant general counsel for the Maricopa County Community College District, covered the basics of sexual harassment this spring at a conference for community and technical college chairs, deans and other organizational leaders in Phoenix.

She defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

It is illegal when made a condition of employment or academic advancement, explicitly or implicitly. It's also illegal when submission to, or rejection of, such conduct becomes the basis for employment or academic decisions.

Finally, it's illegal when such conduct unreasonably interferes with an individual's work or academic performance, or creates a hostile or offensive working environment.

In her various roles, she's observed some trends in how sexual harassment complaints are handled:

- Increasingly, plaintiffs also sue individual administrators for failing to follow up on complaints.
- In community property states, plaintiffs may also name the administrator's spouse as a defendant.
- Colleges usually provide defense counsel, but only if the administrator strictly followed recommended school policies in handling the complaint.

Her tips for addressing complaints include:

- Treat every complaint seriously.
- Take notes on what, when, where and whom.
- Explain the school's policy, including confidentiality and the prohibition of retaliation.
- Explain that you must inform the proper resource person and that the school must legally address the issue, once an administrator becomes aware of the sexual harassment complaint.
- Take appropriate action where there is evidence of harassment.
- Document every action you take, and keep the file for at least two years.
- Continually monitor your own environment for sexual harassment. Be alert for equal participation, sexual innuendo or comments, jokes, and graphics on posters, software and screen savers.

How Schools Prevent Harassement

To improve the climate for women faculty:

- **Develop a comprehensive definition** of sexual harassment that acknowledges the importance of the victim's perceptions.
- **Develop a policy statement** demonstrating that sexual harassment will not be tolerated.
- **Use many different ways to communicate** the institution's policies, such as memos, posters, campus newspapers and course catalogs.
- **Educate the entire campus community** about the risks of sexual harassment through the curriculum, student life programs, faculty and staff development efforts.
- **Establish an accessible grievance procedure** in which the institution proactively protects those who have been harassed and deals with harassers.
- **Provide psychological counseling** to women who have been harassed.

BEST COPY AVAILABLE

Academe's Dirty Little Secret: Women Faculty are Harassed

Hundreds of studies suggest as many as 4.8 million college students may be sexual harassed annually, say Eric Dey, Jessica Korn and Linda Sax.

By comparison, sexual harassment of female faculty members has been ignored, the trio reported in the *Journal of Higher Education*, March/April 1996. They studied data collected in the 1992-1993 survey of nearly 30,000 full-time faculty at 289 schools done by the UCLA Higher Education Research Institute, where Sax is associate director. Dey is an assistant professor of education at the University of Michigan and Korn is a doctoral candidate in higher education at UCLA.

Harassment blurs the line between the personal and professional world, and "forces the personal element into what should be a sex-neutral situation," they say.

Past studies on sexual harassment of faculty found:

- Most often mentioned were sexist behaviors, sexual comments and offensive body language.
- About one fifth of the women in one survey reported being harassed by students. But it was "more mild and innocuous than when colleagues were the harasser[s]."
- Women pioneers breaking into traditionally male fields are frequent targets. Married women are less likely to be harassed than those single or divorced.

They examined 9,402 responses from women faculty in the 1992-93 Higher Education Research Faculty Survey to: "Have you been sexually harassed at this institution?"

One of seven report harassment

Overall, nearly one out of seven (15.1%) women faculty in the 1992-3 survey reported being harassed at their present school. In the 1995-1996 update, it dropped to about 12%. Among those teaching women's studies courses it was more than one out of four (26.1%). Among those doing research on women's issues, it was one in five (21.6%).

Why the difference? The researchers suggest two possibilities: 1) Women who are more aware of the definitions and problems of sexual harassment are more likely to report it; and 2) Women working in these areas are more likely to be harassed.

Looking at their responses by academic rank, they discovered full professors were much more likely to report being harassed (23.8%) at their present schools than were assistant professors (12.6%) or instructors (8.8%).

At first glance, this result appears counter to the theory that harassment is greatest among women perceived to be least powerful, a theory from several previous studies. But the controlling factor is length of time in the position. They observed "a definite trend for harassment to increase with time within rank."

But this only partially explains the response: The higher ranking women faculty were still more likely to report harassment. They suggest several reasons.

First, "women at the lower ranks may be more subject to sexual harassment, but still less likely to report it." Second, higher ranking women may be more likely to be harassed as a *backlash* to their power and visibility on campus. And finally, more awareness of harassment may have made the environment safer for junior faculty.

Their initial analysis showed American Indian and Latina faculty were more likely to report harassment than were African American or Asian American faculty. But when controlled for length of service and academic rank, the differences virtually disappeared. Compared to white women, only Native American faculty were statistically more likely to report being harassed, with Asian American and African American faculty being less likely and Latinas to be about equally likely to report being harassed.

On marital status, they confirmed married women being harassed much less often than divorced or single women.

What's the effect of school type?

Unlike previous research, their data found only slightly more sexual harassment among women at public schools compared to private ones. And faculty in four-year colleges were no more likely to report being harassed than those in two-year schools. The only real difference was women teaching in a women's college, who report much less harassment.

How harassment affects faculty careers

Dey, Korn and Sax report women faculty who have been harassed view the institution very differently.

- Fully one fifth (21%) of the harassed women agreed strongly with the statement, "People here don't treat each other with enough respect." Only 6% of non-harassed women and 8% of men strongly agreed.
- Presented with the statement, "Women faculty are treated fairly here," more than one in four (27%) of the harassed women strongly disagreed, compared to only 6% of non-harassed women and 5% of men faculty.
- Similarly, to the statement "Administrators here act in good faith," 23% of the harassed women strongly disagreed, while only 9% of the other women and 13% of the men strongly disagreed.

These results clearly show that being harassed affects the way women faculty view their own school. What are the specific effects?

- Harassed women are more likely to have considered leaving academe. They also reported higher levels of stress, particularly around the issues of "subtle discrimination" and "red tape" in school procedures.
- Finally, harassment negatively affects women's perception of their colleagues' professional competence. The researchers suggest that because the harassed women don't tend to "evaluate positively their visibility for jobs at other institutions," they may feel trapped at a school, working with colleagues they don't respect or enjoy.

Their research suggests ways schools can help improve the climate for women faculty, as detailed here on the previous page. (See "How Schools Prevent Harassment.")

They recommend all of the steps happen simultaneously, and note that simply increasing the number of women on campus is not enough to effectively change the climate. To do otherwise, they say, is to "betray the basic academic values of fairness and equity."

-DG

Electronic Communications Reduce Gender Bias

Want to wield more influence as a member of a campus, district or systemwide committee? The answer is as close as your fingertips, according to Anita D. Bhappu, a doctoral student in the school of business at the University of Arizona.

Working with Terri Griffith of Washington University and Gregory Northcraft of the University of Illinois at Urbana-Champaign, Bhappu analyzed patterns of attention and influence among groups of women and men using either face-to-face or computer assisted communication. Bhappu presented their results at the annual conference of the Organization for the Study of Communication, Language and Gender, last summer at Monterey CA.

Their key finding was that gender bias in groups is "virtually eliminated" when group members communicate electronically and anonymously in discussing an issue. Even when group members are not anonymous, but simply discuss an issue electronically, gender bias is much reduced.

They tested the effect of group support software on group dynamics among 102 undergrads, by setting up groups of three women and three male undergraduates. The students discussed a currently controversial topic: affirmative action.

Gender bias in groups is virtually eliminated when group members communicate electronically and anonymously in discussing an issue.

The groups interacted in one of three ways: discussing face-to-face, discussing electronically and knowing who's making which comments, and discussing both electronically and anonymously, with no one knowing who spoke either for or against affirmative action.

Social identity: In-group vs. out-group

With current trends toward teamwork and diversity among work groups, researchers wondered how two separate groups would interact while working toward a common goal.

Previous research has shown people want to reaffirm their group membership (race, gender or work unit) and maintain a positive group identity compared to an opposing group. This tendency leads to group bias against both the individual and the idea, and makes it more difficult to reach consensus.

For instance, members of an editorial department asked to work with members of a marketing department might favor their own "in-group" and discriminate against the "out-group."

Their preferences and biases can inhibit a group's progress toward stated goals and contribute to their relying on stereotypes. The marketers may view members of the editorial staff as having "their heads in the clouds," while those on the editorial staff see marketers as "money-grubbing." Their attitudes prevent them from defining common ground, much less making progress toward common goals. Electronic media level the playing field.

In addition, they increases the social distance between group members, because there are no non-verbal social cues or eye contact. Anonymity further reduces social cues, encouraging participants to be more open and honest because they can't be singled out and punished by their group for advocating views that don't affirm and maintain their group norms.

The researchers expected participants to pay more attention to, and be more influenced by, in-group members than out-group members (women to women, and men to men).

Results: Men got more attention

Afterward, students reported how much attention they paid to each other and how much they were influenced by one another. A video recorded how many comments each participant made and the number of turns each took.

In the face-to-face discussions, men paid more attention to other men and less to women. But women also paid more attention to the male members of the group.

Research on gender shows women have lower status in society, so when they know who's talking, both women and men pay more attention to the higher status individuals in the group: men.

The differences declined significantly when they used electronic communications, and even more when they made comments anonymously. In the anonymous communications, they confronted the issues more directly, had fewer social actions to mediate and more easily got on with the task at hand.

Another finding was that women tended to enter the discussions more strongly in favor of affirmative action than men. After the discussion, they still favored affirmative action, but not as strongly as before. Men were less likely to change their opinions.

Advice: Seek out new methods

Based on this research, Bhappu encourages women to "seek out new ways in which to structure the traditional meeting, especially if they're seeking to influence others in these meetings." If women take a little time to learn about the available technology, they can be more effective.

"There's a lot of software out there to help groups, such as the one used in my research, GroupSystems," Bhappu says.

"Women should take the time to familiarize themselves with the new technology and to explore how it can be used to benefit them," she advises. Just learning how to integrate technology into organizational processes can itself be an accomplishment for women in organizations. ◆

-DG

For more, contact: Anita Bhappu, University of Arizona, 405 McClelland Hall, Tucson, AZ 86721; (520) 621-7473; Fax: (520) 621-4171; e-mail: abhappu@bpa.arizona.edu

New GWU Class Teaches Effects of Hill's 1991 Testimony

I Believe Anita Hill reads a bumper sticker on an older Toyota sedan in Madison WI last week.

In 1996, the majority of American people do believe her. That wasn't the case right after the Senate hearings in 1991, when Anita Hill shocked not only a Senate committee but the entire nation by accusing Clarence Thomas, a candidate for justice on the Supreme Court, of sexual harassment.

This fall two female professors at George Washington University DC created a class teaching students the effects of race, gender and power in the American culture. They used the political circus known as the Senate hearings on the nomination of Thomas as Supreme Court justice as a prime example.

The hearings are recognized for bringing sexual harassment to the attention of American society. As a result, complaints of sexual harassment in the workplace doubled in the next year, more women won election to Congress and state/local posts, harassment at the Navy's Tailhook convention led to the downfall of top leaders, and recently thousands of female recruits on many army bases have charged their superiors with harassment and rape.

A course waiting to happen

Adele Logan Alexander, assistant professor of history, had contributed an essay to Anita Hill's book on the intersection of race, gender and power published last fall. Almost the same week, George Washington University invited proposals for new experimental, interdisciplinary courses.

"Bingo. It was a course waiting to happen," Alexander recalled. She enlisted help from Cynthia E. Harrison, an associate professor of history specializing in the legal aspects of women in public policy.

Together they created a unique course in which students hear firsthand reports from key players in the 1991 televised drama. Using their location in the national capital to advantage, they wrote inviting dozens of them to present their perspectives to the class: senators, reporters, both Hill and Thomas and their lawyers, and authors of several books on the hearings.

To their surprise and delight, about a dozen accepted. The speakers augment required readings from a packet of magazine and newspaper clippings, five books and a transcript of the hearings, and other assignments. Videos include newscasts from 1991.

Can enough biases produce the truth?

"Everyone comes with a bias" is a key concept to teach students, Alexander notes. "We're up front about it, admitting we're raging feminists who believe Clarence Thomas lied." At last count, the course had 12 females and six males, including two older alumni auditors.

Each speaker also comes with a bias, from Senator Alan Simpson (Rep.-Wyoming) who supported Justice Thomas to Senator Paul Simon (Dem.-Illinois), who voted against his confirmation.

"I think the students' vision has broadened as the class continues," Alexander said. "They now understand the political process in a broader sense, including the role of the media, the various governmental institutions, and what it means to sit on the Supreme Court."

At the first class, students saw an edited videotape of the 1991 hearings, which fewer than half had watched at the time. In their first mini-paper, students evaluated the effectiveness of one or two witnesses, discussing how well they served those they were testifying for or against.

The major paper affecting 60% of their grade requires students to evaluate a totally different U.S. legal case according to the issues of race, class, gender and power, applying what they learned from the 1991 conflict.

Topics chosen include William Kennedy Smith being found not guilty of rape, the Mike Tyson rape case, the harassment charges leading to the resignation of Sen. Bob Packwood, and the case of a white male claiming a black male had killed his pregnant white wife in Boston.

What are the students learning?

Students report becoming sensitized to the effects of gender. Some dispute whether the Senate's decision was correct.

A student asked Juan Williams, a *Washington Post* reporter friendly to Thomas, if the discussion of sexual harassment made it harder for women and men to work together. Williams agreed it did, noting he himself had been accused of harassment.

And the professors?

"I found it most remarkable that regardless of whether they supported Thomas or Hill, or their roles in the conflict, every one described the experience as ghastly, terrible–painful on every front," Harrison noted.

Because more speakers than expected accepted their invitations, the class hasn't analyzed their information as a group, she said. But if one or two cancel out, they will have an opportunity.

"I've been having a ball, finding it fascinating" admits Alexander. "There are no lectures, but it's been exhausting, draining."

The class meets Tuesday from 4-6 p.m.; she has made it clear to her husband Clifford Alexander, who headed the U.S. Equal Opportunities Commission in 1967-1969, that she doesn't cook on Tuesday nights.

For more information, contact Prof. Adele Logan Alexander at home (202) 544-8223, or Prof. Cynthia Harrison at home (202) 363-4356.

Anita Hill Headed for Berkeley?

Effective at the end of the fall semester, Anita Hill resigned after 10 years as professor of law at the University of Oklahoma. "I balanced my desire to teach at one of the flagship research institutions in the state of my birth against my desire to work in an academic setting whose support of diversity of ideas and perspectives and appreciation of academic freedom is uncompromising," she wrote.

Reports indicate she's likely to accept an offer from the University of California-Berkeley to be a visiting scholar in the sociology department's Institute for the Study of Social Change. She spent the last the two years on sabbatical in California working on books.

Case Study: Tenured Prof Wins Settlement at Maricopa

"I see it as a major victory," says Janet Hunn, former tenured professor at Glendale Community College AZ, about her recent cash settlement with the Maricopa County Community College District.

Although the September agreement includes a gag clause and she's out of a job, Hunn boasts "I got everything I wanted. By the time I'd seen what was happening and would continue to happen there, I realized I didn't want to work there."

Observers estimate the college spent at least $100,000 in costs, including attorneys' fees, court reporting, and paying substitutes while professors testified. Glendale President Tessa Martinez Pollack told *WIHE* politely yet firmly the school would have no comment on the case.

In the beginning

When hired by the department of speech, theater, foreign languages and music at Glendale Community College in 1989, Hunn was single and childless. By January 1993, she was married and had a daughter.

Returning from maternity leave, Hunn noticed a changed attitude toward her by chairman John Griggs "It was subtle," she recalls, "like shutting me out of conversations" and "building animosity."

Looking back, Hunn now believes Griggs didn't like her curtailing some travel for a student forensics program she'd created at Glendale. After starting a family, Hunn continued to administer the program while another faculty member became assistant coach, accompanying the team to tournaments.

> ***I got everything I wanted. By the time I'd seen what was happening and would continue to happen there, I realized I didn't want to work there.***

When Hunn took another maternity leave last fall, Glendale hired a male to teach her classes and coach forensics. Chairman Griggs reportedly referred to Hunn as a "breeder" and remarked to the new male forensics coach, "Thank God, you can't get pregnant."

Audit is 'routine'

Shortly after Hunn returned from her second maternity leave without an assignment to coach forensics, Glendale audited the forensics program for the years she coached it. "I was told it was routine," she reports. Hunn admitted to lax bookkeeping, such as turning in paperwork late for some student tournament trips.

About this time, Chairman Griggs stopped speaking to her altogether. "I'd say, 'Hi,' and he'd look away," Hunn says. Primarily because of her deteriorating relationship with him, Hunn filed a grievance this spring with the dean, who forwarded it to a vice chancellor at the Maricopa County Community College District headquarters.

Another surprise: Dismissed for cause

The next thing she knew, Hunn reports, "The president told me she was recommending my dismissal based on the results of the audit report, which I'd never seen."

Accompanied by an attorney on retainer with her faculty association and a CPA, Hunn reviewed the auditor's report. It concluded neither the dean nor other administrators in the accounting process did their part, she says, and recommended a conference with Hunn.

Following district policy, the campus president's recommendation to terminate her went to the district chancellor, who concurred. Hunn expected this: The campus dean recommending her firing, Joyce Elsner, is married to the district chancellor. Based on the audit report, which listed about $1,800 in missing funds, Chancellor Paul Elsner agreed with the dismissal.

Hunn filed a complaint with the Equal Economic Opportunity Commission for discrimination based on her last pregnancy.

The hearing by the Maricopa County Community College District on Hunn's complaint began in late July and was continued in late September. During the hearing, a number of professors and students testified on Hunn's behalf, including former student John Martinez, who alerted *WIHE* to the case.

The district offered to settle right after the hearing, at which various witnesses for the college gave conflicting testimony, according to Martinez.

Hunn sees her dismissal as part of a scheme to replace tenured professors with adjunct faculty. Despite their printing flyers and rallying to support Hunn and alert the campus to the case, many other faculty worry after her dismissal that "tenured faculty can be gotten rid of," she says.

Pointing to the increasing use of part-time faculty, she predicts someday the administration will simply announce, "We don't have tenure anymore."

Retired prof becomes a trustee

Sharing her concern is Gene Eastin, a retired professor recently elected to the Maricopa board of trustees. Referring to the growing use of part-timers, he says, "I realize it's an economic device. You can pay one fifth of a what a full-time faculty member earns. But full-time faculty have a full-time commitment to the college and a vested interest in their committee assignments, office hours, and other non-teaching duties."

Eastin also worries about whether Glendale should be opening neighborhood teaching centers that are entirely staffed by part-time instructors.

For Hunn, the question has become much less personal. She is now planning to start a communications consulting business. Thanks to a generous financial settlement from the college, she's in no hurry. ∎

–DG

To learn more, contact: Janet Hunn, 7708 W. Yucca St., Peoria AZ 85345; (602) 486-7276.

Language Reinforces Patriarchal Code Over Women

Ever wonder why it seems so difficult for university leaders to see things from a woman's point of view?

Research shows there's historic evidence of a grand scheme to use language to insure male dominance over women. Just as formal education was once considered for only males, the very word *university* contains the word for *man, ver,* as its root.

When our forefathers raised themselves to the status of lords, based on hierarchy and dominance, they deliberately created the language we use today to reinforce their "superiority" by means of a code. It is only by a conscious effort to oppose the patriarchal code that women today can begin to see themselves as anything but inferiors to men.

Louise Goueffic, an independent scholar and executive director of Language Reform International in Toronto, referred to 26,000 words implying male superiority in her presentation at the Organization for the Study of Communication, Language and Gender in October.

It is only by a conscious effort to oppose the patriarchal code that women today can begin to see themselves as anything but inferiors to men.

Non-male is non-existent

The area of language that names and describes speakers excludes the speaker who is not male. In the language of *man* the 'not male' person almost always ends up saying what she does not want to say: maleness is superior. In Goueffic's new book *Breaking the Patriarchal Code,* she lists about 10,000 common words reinforcing the code.

The language of 'man' is designed to maintain male superiority, she said. To lexicographers, this is not news. But females are so much in the habit of using the words created by men, which are the only words given, that we accept them as true, failing to examine how the words themselves continue to maintain male superiority. Let's pass some of the words under Goueffic's critical lens.

1. The word *'man.'* In reality: Being *man* entails being male. But we are taught that *man* consists of *man and woman*. As such, man is and is not male. This utter nonsense is glossed over under the rubric of *'man'* as *"generic man."* Thus "generic" man gives us an 'is and is not' principle as basis for our species. This is sheer nonsense.

2. The word *(wo)man*. What kind of man is *(wo)man,* when being man entails only being male? Being *not* man entails being *not* male. *(Wo)man* is not male, therefore, she is not a man. As *(wo)man,* then, she is a man who is not a man. Nonsense begets more nonsense.

The word *(fe)male* helps to ease us into the 'is and is not' habit by repetition: (fe)maleness is not (true) maleness. "Wo" does not make *man* mean 'not male.' Three terms reinforce and repeat the 'is and is not' principle working in these words.

3. The word *(hu)man*. It can be said *(hu)manity* consists of two men, one of whom is not a man, because being man only entails being male. In all four words, the criterion of **not male** is used to name the other being in this class. Manness is equated with man, and (wo)man has a man through the word *man* in her name, again voluntarily granting the superiority of maleness.

4. Missing words. The historical tactic was to rid the language of the words ***feme*** (sex) and ***fem*** (being), and discourage use of ***sapien*** in favor of *(hu)man.* Only about 20 words remain using *fem* as a base. To be consistent, she uses these premises: The animal who produces estrogens, progesterones, ova and gestates is ***feme***, and the feme animal who makes and uses speech to communicate is *fem.* The same consistent premises can be made about *man* and *male.* In all four premises, there is no A that is not an A. *Fem* is fem (feme) like *man* is man (male).

5. Male dominance. It's the 'is and is not *male*' that is important in 'generic man.' Being not male is the negative, against which being male is given value. Many words show that maleness, having a penis, testes and semen is the positive value, and thus is considered superior: *testify, verse.*

6. *Vir* and the *v-r* formula. *Vir,* L., man. *Verge,* Fr., *verpa,* L., penis. *Wer,* Eng., man. Using vowel variation produces many words with this as the stem:, *virtue, universe, university, verb, verity, worship, worthy, world* and *word.* The word *university* is actually uni-manity, as in (hu) *man*ity, because *'man'* is the universal *word* for male being. The last sentence repeated *ver*sions of *'man'* seven times, again reinforcing male superiority.

7. The seed of sign and symbol in semen. *Seme, sema,* and *semi* all mean *sign,* but they are different signs. One is *divine,* another is *verbal* sign, (cf *verpa,* L., penis) and the other is *seminal,* seeding the issues. Thus we have *seminal, seminar, seminary, semiotic, semantics* and *semester,* all again stating the superiority of maleness.

8. Homogeneous necessity. A society of *men* is an all-male one. *Homo* is appropriated to mean 'man' male, as in *homogeneous. Parcil,* Fr., means *same,* in which *par* is related to the p-t-r formula for father, and *same* appears to be a vowel variation of the *seme* formula which made *semen,* and probably *semblance,* also found in *assemble, assembly* and *similar.* The v-r formula indicates "contrary to sameness:" *vary, variety, diversity* and *versatility.*

Shem becomes *sem,* which means the fathers of all 'mankind,' the theological tenet being that semen is the first principle of everything, she notes.

9. *Matriculation* and the student. Note that many factors of who and what we are as beings come from the horse-mare and bull-cow metaphors from the stable. Goueffic is always amazed at how few people see the morpheme *stud* in *student.* The *'stud'* studies the mare before he mounts and inseminates her. The *stud/ent stud/ies* "the body" of science (feminine) in order to grasp her and *matriculate, matri,* L., body as mother. That means "he" is mind, and "she" is body.

10. The one who rules. *Governance,* parliament and *(hu)manity* are three words telling us who rules. The historical right of male to rule is evident in *duumvirate,* joint

BEST COPY AVAILABLE

office of two men, and *triumvirate*.

11. Territory and space as male. Consider *Parish*, *empire* (emperor), par-per (father), *principality*, (prince), *patria*, county (count) *pastor*, from pasture, *dominion*, from *dominus*, lord, etc., and *verandah*, *studio*, *mansion*, *and manse*.

12. The value of testes. Consider the root of *testify*, *testament*, and *test*. And the '*ment*' at the end of many words such as *parliament*, *mentula*, L., means the male sexual organs. Now, compare *mentula* and *mental*, ... but, what you don't know won't hurt you.

13. The 'mar' in *mar*. Nor were our forefathers content to dominate in a positive way. *Mar* and *mer*, *mother*, *margin*, (cf *virgin*), to *mar*, *marplot*, a plot to destroy, *martyr*, *merge*, *cemetery*, place of the mother. Then there's *meter*, a tool used for measuring, as in "man is the measure of all things." These negatives also work in favor of the male.

14. Comparative work. We are told that *per*, *par* and *pur* are not related to the P*T*R* formula for father-based words, because they are morphemes that have a different function, Goueffic notes."Comparing the words with *mer*, *mar* and *mur*, again said to be unrelated to the minor m*t*r* formula, shows the paradigm of Father Superior and Mother Inferior is continued," she says. The pattern in the lists below shows a very finite number of morphemes in any language. "It is this finiteness that is used to the best political advantage," she notes.

male root	female root
pure	murder
on par	to mar
to parse	to immerse
to purge	to marginalize
to permit	to merge
peer	mere
patrimony	matrimony
patron	matron

The patriarchal code itself determines that *fem* cannot speak of herself except in the masculine form. Nor can she speak of the species to which she belongs except in the masculine. Nor can she speak of civilization, social life, finances, and even law and order, except in the masculine. But by carefully examining the patriarchal code, one who wants to defy it begins to find solutions.

By far the best solution right now is to use *feme* (sex), *fem* (self), and *sapien* (species), Goueffic says. These three root words stop the roll of "is and is nots" used as basis to make the presupposition of male superiority, because the basis is "is and is not *male*." This grants positive value to femeness and her femness because it names her as existing in the scheme of things.

Feme and ***fem*** are rational facts, thus contributing to what is more true and moral. And being ***sapien*** names the morality of using facts and being rational.

For those of us whose consciousness is just now being raised about the dominance of *man* in our very language, Goueffic's work is an eye-opener about the obvious effort to proclaim the alleged superiority of males. ◆

Contact: Louise Goueffic, 1001 Bay St., #2419, Toronto, ON M5S 3A6; e-mail: goueffic@cycor.ca (416) 962-6825. Her book, *Breaking the Patriarchal Code* is available from Knowledge, Ideas & Trends, Inc., 1131-0 Tolland Turnpike, Suite 175, Manchester CT 06040. Cost is $19.95 plus $3.50 S&H. Order by FAX: (860) 646-3931 or by phone: (800) 826-0529.

SWACC Members Advise on Negotiating

- "...in these days of restructuring – the institution's commitment to find me another job (with a fall back as tenured full professor) in the event of my job being restructured out of existence."
- "The choice between straight salary and placement on the academic scale plus a stipend for administration is an issue at some universities. Others I have talked to take the latter. The reason: when times get bad (worse?), administrative salaries are the first to be frozen, since there is no negotiation necessary. If, however, you are on the faculty scale, there is some protection."
- "I listened to their offer and then calculated what I would need ..., added 15 per cent and countered. Eventually, I was convinced that they could go no higher ... So I asked for other non-salary items - parking, membership in the athletic club on campus ..."
- "In negotiating a presidency, ...you will have to deal with boards, the membership and views of which may change over time. I negotiated an annual performance review, with the added stipulation that written standards for performance must be set out a full year in advance of each review. That way, if you've fulfilled the performance standards demonstrably, but are caught by a personality conflict problem, you're well equipped for a wrongful dismissal suit or settlement."
- "My contract covers what happens if I hate the job in a year, or they do. ... essentially, any time after two years (of a five year term), if the University wants to remove me from my position, they give me a full year administrative leave."
- "Know what YOU want and don't back down from it: salary, benefits, pension, extras (e.g., a woman president needs a driver and a wife.)"
- "If a position for your spouse is critical to your decision and your spouse is a prof, you should raise the issue up front with the chair of the Search Committee before deciding to apply for the position. If you have some latitude, you may decide to await a short listing. However, after that point, I think it professionally unsound to require spousal employment."
- "Don't leave performance review to the penultimate year or the midterm review. There should be annual setting of targets and review of performance, so that both the institution and the administrator know how things are going."
- "Ask if there are any discretionary funds for the position - seed money that you will be able to put into things you believe are important without having to go through the annual budget process."
- "Determine before taking the job what the boss expects of you; let him know what you can and cannot accomplish, so you are not being judged by false expectations or unknown criteria."
- "Having a lawyer is helpful, just for advice on strategy and comparative knowledge."
- "The first thing to talk about is vacation. These are absolutely draining jobs. Make sure you have the right to take vacation - then actually take it!"
- "It's useful to have a clause governing your return to the academic unit and loss of the administrative stipend ... This can usually be negotiated so that you either get to keep it or keep a decreasing portion of it."

Negotiating a Win-Win Job as a Campus Administrator

When the big job is almost in your pocket, it's tempting to overlook pesky little details like salary and benefits. But unless you do pay close attention to them, don't expect to get what you're worth.

That's the view of Janet Wright, a Toronto-based search consultant with extensive experience in the university environment. Wright discussed the art of negotiation in the September 1996 issue of the *SWAAC Newsletter* (Senior Women Academic Administrators of Canada).

Negotiating a contract for a senior position in academic administration is a "delicate, and to many people, a distasteful task," she notes. Unless you do it carefully, chances are very high that you won't be fairly compensated for the hard work you do.

Some women administrators are unskilled in and disinclined to negotiate. One way to look at negotiation is to compare it to love-making. Both parties want to please each other, and they want the union to be long and mutually satisfying. But unless they each ask for what they want and need, chances are neither will be entirely satisfied.

When to negotiate

Depending on circumstances leading to your candidacy, you may need to set ground rules even before becoming a candidate: "Nobody wants to have their search committee fall in love with someone they can't afford," says Wright, "or somebody who has preconditions that are going to be problematic when it comes time for appointment."

If you're approached by someone on behalf of an institution, you owe it to the recruiter to outline your conditions early on.

However, if you are applying directly for a position, she suggests waiting until there's some expression of interest from the school before stating your needs. "You don't want to be seen as a prima donna who has unrealistic expectations, before you even know if the committee is interested."

Once you're short listed, it's a different ball game. Ask the person handling the recruitment when terms and conditions will be discussed. Ask when the selection committee expects to make a decision about the appointment.

Evaluating the offer

When the offer comes, how do you know what to ask for? Wright says it's important to consult with colleagues in comparable situations. "I think women are not particularly good at getting advice from their colleagues. Men will ask questions and share information among themselves, but women sometimes assume they're out there on their own."

For salary information, consider talking to someone in the same geographic region and at the same size and type of school. Before presenting your needs, she also recommends asking the recruiter about the current incumbent's salary and perks, and the salary range the institution has in mind for you. You may be able to figure out what the norm is and has been.

Beyond salary, what do you include in your contract? While it depends on the kind of position, SWAAC members suggest considering a variety of terms. (See below.)

In the final stages of negotiation, professional advisors can be helpful. An accountant or financial planner can help you calculate your after-tax income and other financial implications, and a lawyer should review the contract before you sign it.

What about a search committee?

What role does the search consultant play? Wright emphasizes that although a third party is hired by the recruiting school, her job is to be an honest broker between candidate and school "Our role is to help our clients find the best and the brightest candidates for the position and to help candidates determine whether this is the right fit for them, and then to make the match," she says.

It may be easier to discuss salary and contract issues with a consultant than with a future colleague or boss, and you can reasonably ask the consultant to keep some of your concerns confidential. If you have serious reservations about the position for any reason, the consultant should be aware of them and may be able to help resolve them.

–DJ

Contract Considerations

Keep in mind the phrase "everything is negotiable" as you consider what would make you most happy, effective and likely to succeed in your new administrative campus job. Remember, what you may find most important may be no big deal to another, and vice versa.

- length of term
- when and how to determine reappointment
- phase-out or termination provisions
- provisions for annual goal setting and performance review
- relocation allowance, including packing and return move if needed
- determination of salary increments
- pension provisions
- conditions of disability insurance
- tenure conditions
- administrative or academic leave
- expectations about teaching and research
- travel expenses
- expectations for gifts, donations, entertainment
- administrative support
- salary and rank upon return to faculty position
- other perks, such as child care, club memberships, car, free tuition for children, housing allowances
- research funds
- discretionary funds
- legal fees

THE LAST LAUGH

J-School Teaches Life Lessons

I was among the small minority entering college in the 1960s who knew exactly what my life's work would be: reporting and writing.

From the University of Wisconsin's journalism school, I learned many life lessons. The undergrad degree focused on skills, while the master's degree covered quantitative mass communications research.

(I feel the school still shortchanges graduates by not teaching The Major Life Lesson for Journalists: Editorial copy is nice, but advertising pays the bills. Happily, *WIHE* now plays both sides of the street. We sell subscriptions, and now we sell advertising space to schools looking for women job candidates.)

My job details and playing fields have changed many times over 30 years: a tavern owners' association, university department, newsletter publisher, advertising agency and radio station. Each has its specific gobbledygook. Their differences are many, but their similarities are overwhelming.

I find many early journalism lessons still apply to both writing and higher education. As a holiday present, I'll share them with you.

1. Target your audience. Start from what they know, from a past issue or problem, and bring them up to speed on the current crisis. It works for reports as well.

2. Don't bury the lead. In media talk, the lead is the *most important* statement, the one having the *most effect* on the *most people* in the *most recent* past/present/future. In editing pieces from free-lancers, I'm constantly amazed that the lead often occurs in the third paragraph from the end.

An example from last month's issue refers to Ted Koppel's *Nightline* piece. He *concluded* that teaching little boys that indiscriminately kissing little girls isn't OK may just prevent them from doing it as teenagers and adults.

3. Limit your variables. In research, one learns that if you vary more than one thing at once, you can't tell which is creating the effect. Similarly, if you change jobs and vow to wear red more often, no one knows what's causing a different reaction to your proposals.

4. Remember your sample. Last month's issue included an article on women managers being rated better than men in 28 of 31 skills. I read about the survey in six different sources, none of which mentioned it being conducted in companies that supported teamwork, and in fact tested a group software system to assess how managers perform as team players. A 15-minute conversation with the press release writer failed to convince her of the importance of that omission.

5. Ask a lot of questions. Only amid a long discussion of her new class on the 1991 Senate hearings on Clarence Thomas did Adele Logan Alexander mention that her husband Clifford Alexander had been head of the EEOC in the '60s. Obviously that interesting perspective gave her insights into the political arena that few of us can enjoy.

6. Be fair. As a summer intern for *The Milwaukee Journal*, then second only to *The New York Times* as a top newspaper, I learned the importance of consulting more than one source for an article. Since *WIHE* is advocacy journalism, we're often tempted to skip this step, but a better article can be the payoff.

7. Cover your flank. Also at *The Milwaukee Journal*, a copy editor on the rim pointed out the value of keeping copies of my unedited articles, should questions arise later. He decorated a folder with a picture of my flank, which today would be called sexual harassment, and I dutifully filed all the carbons. The phrase today is CYA, as we titled a section in the new advertising rate sheet.

8. Look for the bigger picture, the implications. We have fun tying the results of scholarly research to day-to-day life on campus, sometimes on the same page. Being monthly, we can spot trends and link events to see how they play out on several campuses. Rarely do things happen in isolation, just as most events on your campus and in your job have a precursor... if you have 20-20 foresight.

9. Steal from experts. Huge publications have staffs of dozens, while we do not. Instead, we hire clippers in seven parts of the country to send relevant articles, read dozens of academic and campus publications and attend national conferences to stay on top of things. If you're going to quote someone, make it a top source.

10. Wallow in your successes. When you do something well, share your accomplishment with the world. Today modesty and self-effacement are rewarded with shrugs, and self-promotion is expected. Hiding your light under a bushel basket is likely to get you only debris in your hair.

WIHE is celebrating with this, our 60th and largest ever issue, becoming the premiere monthly publication for women on campus. We're proud of our success.

Hope your 1996 holiday season gives you plenty of time for peace, joy and love.

Mary Dee

JOIN THE NETWORK, IMPROVE THE WORLD OF

☑ ***Yes, I want a stronger voice on campus. Start my one-year subscription.***

- ☐ I've enclosed $66, saving $7 from the $73 introductory price (Canada $76 U.S. $).
- ☐ Bill me $73 (Canada $83 U.S. $). Signature ____
- ☐ I'm a struggling student. I enclose $40 (Canada $45 U.S. $).
- ☐ Credit Card ___ VISA ___ MC

Number ____ Expires ___/___ Signature ____

Name ____ Title ____

School ____ Address ____

City ____ State/Prov. ____ ZIP/PC ____ Phone (___) ____

Printed on Recycled Paper with 100% Soy-based Ink

Send to: *Women in Higher Education*, 1934 Monroe St., Madison WI 53711